

Arts Assessment For Learning

MUSIC — 5TH GRADE

SYNOPSIS: IMPROVING SCALE PERFORMANCE

I want my students to perform a Level 1, NYSSMA solo (state adjudicated performances) upon completion of our instrumental program. Students focused on solo performance criteria such as “scales” that can be taught and assessed (peer or self) with the use of a checklist or rubric. In the end, student performance of scales improved significantly, and we adapted this strategy to address the other aspects of their solo performance.

Inquiry:

Does peer feedback improve students' achievement in instrumental solo performance?

Strategies:

Self and peer assessment with checklists

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