



Music Performance Assessment

The **Music Performance Assessment** will consist of three parts:

- I. Prepared Performance
- II. Improvisation/Creativity Demonstration
- III. Interview

Performance assessment, as defined by the Colorado Department of Education (CDE), is “an assessment based on **observation** and **judgment**. It has two parts: the **task** and the **criteria** for judging quality. Students complete a task, which is evaluated by judging the level of quality using a rubric.”

A performance assessment is evaluated by experts, often referred to as **adjudicators**. A juried or adjudicated performance involves bringing together experts in the field to evaluate a student’s presentation and/or portfolio. Adjudicators use research-based **rubrics** to evaluate the performance assessment. The Performance Assessment Rubrics have been developed by the Colorado Department of Education (CDE) to support identification in the arts. Data from the rubrics are used by the district/school to build a student’s body of evidence for possible talent pool designation or gifted identification. Rubrics are not confidential and are made available to the student to understand the criteria used for scoring a performance. The improvisational/creativity demonstration and interview components of the assessment process are **confidential** and are not shared with the student until the assessment day. The assessment document completed by an adjudicator is considered a confidential protocol like a cognitive or state assessment. It is not shared with the student, parent, teacher or community member nor placed in the student’s cumulative record. Data results collected as part of the assessment process **are** shared with the student and parent and recorded in the student’s profile described in a body of evidence.

The performance assessment rubric contains the following rating scale:

RATING SCALE DESCRIPTORS			
EMERGENT	PROFICIENT	MASTERFUL	ADVANCED SUPERIOR
Simplistic yet accurate and clear in application.	Concrete skill delivery with little to no errors. Evident student is able to meet the grade level standards.	Enhanced skill delivery inclusive of attention to detail and expressive elements. Consistently meets the end of year standards for the grade level.	Insightful and expansive in application. Consistently exceeds the end of year standards for the grade level.



Prepared Performance Assessment Rubric Example

PREPARED PERFORMANCE

The student performs two contrasting prepared musical pieces including variations in genres, styles and tempos.

MUSIC	Evidence (please comment briefly)	Emergent	Proficient	Masterful	Advanced Superior
		1	2	3	4
PREPARED PIECE					
Performs with musical confidence (focused concentration and energy)		1	2	3	4
Demonstrates technical capabilities of their instrument (in fluency, dexterity, fingering accuracy or use of voice)		1	2	3	4
Performs with expression and musicality		1	2	3	4
Demonstrates appropriate understanding of the aesthetic (style, mood, phrasing)		1	2	3	4

Improvisation/Creativity Demonstration Example

IMPROVISATION/CREATIVITY DEMONSTRATION

The student will be asked to provide an improvisation/creativity demonstration as defined by the district/school. This may include performing an improvisational musical performance or submitting a composition and/or arrangement.

IMPROVISATION - CREATES A NEW MUSICAL WORK, BASED ON A PROMPT, WITHOUT THE INTENT OR ABILITY TO REVISE	Evidence (please comment briefly)	Emergent	Proficient	Masterful	Advanced Superior
		1	2	3	4
Performs with extensive musical ideas (extends musical parameters – range, rhythm, melody, expression)		1	2	3	4
Performs with musical flexibility (adapts to given musical prompt)		1	2	3	4
Performs unique or unusual musical ideas		1	2	3	4
Performs with musical syntax (logical and makes “musical sense”)		1	2	3	4

COMPOSITION/ARRANGEMENT – PROVIDES AN ORIGINAL WORK OR AN ARRANGEMENT OF AN EXISTING WORK WITH SIGNIFICANT REVISIONS	Evidence (please comment briefly)	Emergent	Proficient	Masterful	Advanced Superior
		1	2	3	4
Composition demonstrates aesthetic appeal		1	2	3	4
Composition demonstrates originality and creativity in composing or arranging music		1	2	3	4
Composition includes exploration of musical elements (e.g. pitch, rhythm, harmony, timbre, expression)		1	2	3	4
Composition demonstrates musical syntax (logical and makes “musical sense”)		1	2	3	4



Overall Performance Assessment Performance Example

The student’s overall music assessment performance is scored using the following rubric.

OVERALL ASSESSMENT PERFORMANCE	Evidence (please comment briefly)	Emergent	Proficient	Masterful	Advanced Superior
		1	2	3	4
Demonstrates stage presence and confidence		1	2	3	4
Performs beyond age or grade level		1	2	3	4
Demonstrates artistic passion		1	2	3	4
Demonstrates focused concentration and energy		1	2	3	4

Interview Rubric Example

INTERVIEW

The adjudicator(s) will engage the student in an open-ended, interactive discussion. Questions are designed to elicit a student’s critical and creative thinking about music. These questions are confidential and are not shared with the student prior to the assessment performance. Responses to the specific interview questions are scored using the Interview Rubric.

INTERVIEW RATING SCALE DESCRIPTORS			
Simplistic	Descriptive	Complete	Complex
Lacks details and/or examples	Concrete details and examples	Highly detailed and/or broader examples	Insightful, conceptual details and examples