

# General Music

Level 5 – Student performance exceeds year-end standard

Level 4 – Student performance meets year-end standard

Level 3 – Student performance approaches year-end standard

Level 2 – Student demonstrates limited performance to year-end standard

Level 1 – Student does not yet evidence understanding or application of skills related to year-end standard

NOTE: MPI and MPII performance levels are determined based on performance expectations at the time of reporting

Student Performance Standard	Level 1 Below	Level 2 Limited	Level 3 Approaches	Level 4 Meets	Level 5 Exceeds
<i>Kindergarten – 2<sup>nd</sup> grade</i>					
Performs, creates and improvises using musical elements.	Application of musical elements provided through adult guidance and support.	Application of some musical elements as evidenced by informal performance.	Application of most musical elements as evidenced by informal performance.	Clear application of musical elements as evidenced by informal performance (i.e., creative movement, vocal exploration).	In addition to Level 4 performance, completes a formal performance involving memorization and practice.
Listens and responds to music using appropriate terminology.	Listens and responds to music with adult guidance and support.	Sometimes listens and responds to music using appropriate terminology.	Usually listens and responds to music using appropriate terminology.	Consistently listens and responds to music using appropriate terminology.	In addition to Level 4 performance, uses terminology that exceeds grade level expectations.
<i>3<sup>rd</sup> – 5<sup>th</sup> grade</i>					
Performs, creates and improvises using musical elements and classroom instruments.	Application of musical elements with and without instruments is facilitated through adult guidance and support.	Application of some musical elements as evidenced by informal performance and performance with pitched and non-pitched instruments.	Application of most musical elements as evidenced by informal performance and performance with pitched and non-pitched instruments.	Clear application of musical elements as evidenced by informal performance (i.e., body percussion, creative movement, vocal exploration) and performance with pitched and non-pitched instruments.	In addition to Level 4 performance, completes a formal performance involving memorization and practice.
Listens and responds to music using appropriate terminology.	Listens and responds to music with adult guidance and support.	Sometimes listens and responds to music using appropriate terminology.	Usually listens and responds to music using appropriate terminology.	Consistently listens and responds to music using appropriate terminology.	In addition to Level 4 performance, uses terminology that exceeds grade level expectations.

<i>6<sup>th</sup> – 8<sup>th</sup> grade</i>					
Creates, performs and improvises using musical elements and classroom instruments.	Performs, creates and improvises with adult guidance and support.	Student sometimes performs, creates and improvises using musical elements and classroom instruments.	Student usually performs, creates and improvises using musical elements (i.e. tempo, dynamics, rhythm) and classroom instruments (i.e., improvises known rhythm and/or tonal patterns).	Student consistently performs, creates and improvises using musical elements and classroom instruments.	In addition to Level 4 performance, completes a formal performance involving memorization and practice.
Reads and notates music.	Reading and notating music is facilitated with adult guidance and support.	Student sometimes meets grade level rubric criteria for reading and notating music.	Student usually meets grade level rubric criteria for reading and notating music.	Student consistently meets grade level rubric criteria for reading and notating music.	Student consistently exceeds grade level rubric criteria for reading and notating music.
Listens, responds to and evaluates music using appropriate terminology.	Listens, responds to and evaluates music with adult guidance and support.	Sometimes listens, responds to and evaluates music using appropriate terminology; responses and evaluations may be minimal or lack connection to previous learning.	Usually listens, responds to and evaluates music using appropriate terminology; evaluations may be minimal or lack connection to previous learning.	Consistently listens, responds to and evaluates music using appropriate terminology; evaluations evidence thought and reasoning and are related to previous learning.	In addition to Level 4 performance, uses terminology that exceeds grade level expectations; evaluations evidence more sophisticated thought and reasoning.