

# ***Music Referral Information***

## **Performance Evaluation Component**

The protocols should include an opportunity for the student to give a prepared or rehearsed performance, either solo or in a small group or ensemble. Scoring criteria (attached) should be shared with students before the performance evaluation. Younger or less experienced students may need assistance selecting an appropriate musical composition for this part of the performance evaluation. The protocols will also include other activities designed to afford the rater opportunities to fairly evaluate the student on the criteria on the rubric. An effective protocol is one that allows the rater to observe a student performing to the best of his or her ability on each criterion on the rubric.

Screening/assessment activities may include (but are not limited to):

- Solo or small group performances (in formal or informal settings);
- Free improvisation;
- Structured audition activities (for example, asking a student to listen to a few measures of music and then replicate the rhythm or improvise a few measures);
- Workshop activities observed by the rater; and
- Small group activities.

It is acceptable to include formal performances, such as concerts, competitions and recitals in the performance evaluation. Judges at interscholastic rated competitions should not be asked to complete rubrics for the performance evaluation. However, these individuals may serve as raters for the performance evaluation in another venue.

## ***Identification Criteria***

To be identified as gifted in the area of music, a student must receive a qualifying score on an approved behavioral checklist (attached), and score in the “identification” range on the performance evaluation.

Students who score below the “screening” range on the performance evaluation should not be identified as gifted. These students should be considered “screened” in the school district’s gifted screening data.

Students who score within the screening range on the performance evaluation will be given a second opportunity to complete the performance evaluation. The second performance assessment may be rated by the same individual who rated the first performance evaluation, or by a different trained individual. The second performance assessment will be conducted utilizing the video during their performance evaluation. This video will be shared with the new rater for this second evaluation.

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## ***Definitions of Rubric Criteria***

***Expressiveness:*** the degree of sensitive response displayed to the requirements of music.

***Engagement:*** The degree of involvement displayed by the student during the performance as indicated by energy, focus and confidence.

***Technique:*** The degree of technical skill displayed considering the student's age and training

***Overall Performance:*** The degree of effectiveness of a prepared piece when compared to children of the same age and training.

***Rhythm:*** The degree of ability displayed to maintain a steady beat and replicate complex rhythmic patterns.

***Melody:*** The degree of ability displayed to replicate new melodic phrases at graduated levels of assistance.

***Improvisation:*** The degree of effectiveness of a rhythmic and/or melodic improvisation when compared to children of similar age, training, and environment.

## ***Nominations in Music typically mean that a student's work:***

- Matches pitches accurately
- Is able to duplicate complex rhythms correctly
- Demonstrates unusual ability on an instrument including voice
- Has a high degree of aural memory/musical memory
- Displays compulsive musical pursuit



**Ohio Department of Education**  
**Rubric for Scoring Music Performance Evaluation for Grades K-12**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

School District \_\_\_\_\_ Building \_\_\_\_\_

CRITERIA	EMERGING (0 Points)	TYPICAL (1 Point each)	ABOVE AVERAGE (2 Points each)	SUPERIOR (3 Points each)
Rhythm	<input type="checkbox"/> Infrequently able to replicate complex rhythmic patterns while sustaining a steady beat <input type="checkbox"/> Only with considerable assistance can independently replicate a new melodic phrase	<input type="checkbox"/> Occasionally able to replicate complex rhythmic patterns while sustaining a steady beat <input type="checkbox"/> With repeated hearing and moderate assistance can independently replicate a new melodic phrase	<input type="checkbox"/> Generally able to replicate complex rhythmic patterns while sustaining a steady beat <input type="checkbox"/> With minimal assistance can independently replicate a new melodic phrase	<input type="checkbox"/> Consistently able to replicate complex rhythmic patterns while sustaining a steady beat <input type="checkbox"/> Without assistance can independently replicate a new melodic phrase
Melody	<input type="checkbox"/> Only with considerable assistance can independently replicate a new melodic phrase	<input type="checkbox"/> With repeated hearing and moderate assistance can independently replicate a new melodic phrase	<input type="checkbox"/> With minimal assistance can independently replicate a new melodic phrase	<input type="checkbox"/> Without assistance can independently replicate a new melodic phrase
Improvisation	<input type="checkbox"/> Spontaneously creates an ineffective improvisation as compared to those by students of the same age or experience	<input type="checkbox"/> Spontaneously creates an acceptable improvisation that is typical of students of the same age or experience	<input type="checkbox"/> Spontaneously creates an effective improvisation that is advanced for students of the same age or experience	<input type="checkbox"/> Spontaneously creates a highly effective and innovative improvisation that is extremely advanced for students of the same age or experience
Expressiveness	<input type="checkbox"/> Occasionally responds to the requirements of the music, but not with sensitivity	<input type="checkbox"/> Responds to the requirements of the music, but not with sensitivity	<input type="checkbox"/> Generally responds with sensitivity to the requirements of the music	<input type="checkbox"/> Consistently responds with nuances and sensitivity to the requirements of the music

<b>CRITERIA</b>	<b>EMERGING (0 Points)</b>	<b>TYPICAL (1 Point each)</b>	<b>ABOVE AVERAGE (2 Points each)</b>	<b>SUPERIOR (3 Points each)</b>
Engagement	<input type="checkbox"/> Performs with little energy, focus, and/or confidence	<input type="checkbox"/> Performs with some energy, focus, and/or confidence	<input type="checkbox"/> Performs with a great deal of energy, focus, and confidence	<input type="checkbox"/> Performs with an unusual amount of energy, focus, intensity, and conviction
Technique	<input type="checkbox"/> Technique is typical of students of a younger age or of less training	<input type="checkbox"/> Technique is typical of students of the same age or training	<input type="checkbox"/> Technique is advanced compared to students of the same age or training	<input type="checkbox"/> Technique is superior compared to students of the same age or training
Over-All Performance	<input type="checkbox"/> Performance is typical of students of a younger age or students with less training	<input type="checkbox"/> Performance is typical when compared with students of the same age or training	<input type="checkbox"/> Performance is advanced when compared with students of the same age or training	<input type="checkbox"/> Performance is superior when compared with students of the same age or training
	<b>Emerging Total Points</b>	<b>Typical Total Points</b>	<b>Above Average Total Points</b>	<b>Superior Total Points</b>

**Scoring**  
**Screening: 14- 17**  
**Identification: 18 – 21**

**Emerging**  
**Typical**  
**Above Average**  
**Superior**

**Rater Name:** \_\_\_\_\_ **Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

<b>Comments</b>	