

Grade 1 Let's Go! Unit 3 *so mi*

Student Growth Assessment Overview

Lesson 1 Assessment Rubric: Kinesthetic Awareness	
Sing & Point to an Iconic representation of the first phrase of <i>Snail, Snail</i> .	
Advanced	Student sings on a neutral syllable and points to an iconic representation of Snail, Snail Go Away with accuracy and independently.
Proficient	Student sings on a neutral syllable and points to an iconic representation of Snail, Snail Go Away mostly accurate and independently.
Basic	Student sings on a neutral syllable and points to an iconic representation of Snail, Snail Go Away with limited accuracy and intervention from the teacher.
Emerging	Student sings on a neutral syllable and points to an iconic representation of Snail, Snail Go Away without accuracy requires significant intervention from the teacher.

Lesson 2 Assessment Rubric: Aural Awareness	
Identify and describe the pitches on beats 1 and 2 for phrase 1 of <i>Snail, Snail</i>	
Advanced	Student identifies the pitches on beats 1 and 2 for phrase 1 of <i>Snail, Snail</i> as high and low accurately and independently.
Proficient	Student identifies the pitches on beats 1 and 2 for phrase 1 of <i>Snail, Snail</i> as high and low mostly accurate and independently.
Basic	Student identifies the pitches on beats 1 and 2 for phrase 1 of <i>Snail, Snail</i> as high and low with limited accuracy and intervention from the teacher.
Emerging	Student identifies the pitches on beats 1 and 2 for phrase 1 of <i>Snail, Snail</i> as high and low without accuracy requires significant intervention from the teacher.

Lesson 3 Assessment Rubric: Visual Awareness	
Student creates a picture of the melodic contour for phrase 1 of <i>Snail, Snail</i>	
Advanced	Student creates a picture of the melodic contour for phrase 1 of <i>Snail, Snail</i> accurately and independently.
Proficient	Student creates a picture of the melodic contour for phrase 1 of <i>Snail, Snail</i> mostly accurate, with minimal redirect from the teacher.
Basic	Student creates a picture of the melodic contour for phrase 1 of <i>Snail, Snail</i> with limited accuracy, and some amount of redirect from the teacher.
Emerging	Student creates a picture of the melodic contour for phrase 1 of <i>Snail, Snail</i> without accuracy requires significant intervention from the teacher.

Lesson 4 Assessment Rubric: Labeling the Sound/Initial Practice	
Sing phrase 1 of <i>Snail, Snail</i> and other songs with solfège syllables and hand signs	
Advanced	Student sings phrase 1 of <i>Snail, Snail</i> and other songs with solfège syllables and hand signs accurately and independently.
Proficient	Student sings phrase 1 of <i>Snail, Snail</i> and other songs with solfège syllables and hand signs, with minimal redirect from the teacher.
Basic	Student sings phrase 1 of <i>Snail, Snail</i> and other songs with solfège syllables and hand signs with limited accuracy, and some amount of redirect from the teacher.
Emerging	Student sings phrase 1 of <i>Snail, Snail</i> and other songs with solfège syllables and hand signs without accuracy and requires significant intervention from the teacher.

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Lesson 5 Assessment Rubric: Presenting Notation/Initial Practice

Read phrase 1 of *Snail, Snail* and other songs from rhythmic notation with solfège underneath while singing solfège syllables and hand signs.

Advanced	Student reads phrase 1 of <i>Snail, Snail</i> and other songs from rhythmic notation with solfège underneath while singing solfège syllables and hand signs accurately and independently.
Proficient	Student phrase 1 of <i>Snail, Snail</i> and other songs from rhythmic notation with solfège underneath while singing solfège syllables and hand signs mostly accurate, with minimal redirect from the teacher.
Basic	Student reads phrase 1 of <i>Snail, Snail</i> and other songs from rhythmic notation with solfège underneath while singing solfège syllables and hand signs limited accuracy, and some amount of redirect from the teacher.
Emerging	Student phrase 1 of <i>Snail, Snail</i> and other songs from rhythmic notation with solfège underneath while singing solfège syllables and hand signs without accuracy and requires significant intervention from the teacher.

Application of Knowledge Assessment Rubric: Reading

Read and perform *so mi* in known songs while singing solfège syllables and demonstrating hand signs.

Advanced	Students read and perform <i>so mi</i> in known songs while singing solfège syllables and demonstrating hand signs accurately and independently.
Proficient	Students read and perform <i>so mi</i> in known songs while singing solfège syllables and demonstrating hand signs mostly accurate, and independently.
Basic	Students read and perform <i>so mi</i> in known songs while singing solfège syllables and demonstrating hand signs. with limited accuracy, and some amount of redirect from the teacher.
Emerging	Students read and perform <i>so mi</i> in known songs while singing solfège syllables and demonstrating hand signs. without accuracy and requires significant intervention from the teacher.

Application of Knowledge Assessment Rubric: Writing

writes the first phrase of *Snail Snail* on the staff with *so* on the fourth line, and the third space

Advanced	Student writes the first phrase of <i>Snail Snail</i> on the staff with <i>so</i> on the fourth line, and the third space accurately and independently.
Proficient	Student writes the first phrase of <i>Snail Snail</i> on the staff with <i>so</i> on the fourth line, and the third space mostly accurate, and independently.
Basic	Student writes the first phrase of <i>Snail Snail</i> on the staff with <i>so</i> on the fourth line, and the third space with limited accuracy, and some amount of redirect from the teacher.
Emerging	Student writes the first phrase of <i>Snail Snail</i> on the staff with <i>so</i> on the fourth line, and the third space without accuracy and requires significant intervention from the teacher.

Application of Knowledge Assessment Rubric: Improvisation

Selects and performs a response phrase that includes *so mi* to a question response performed by the teacher or another student.

Advanced	Student selects and performs a response phrase that includes <i>so mi</i> to a question response performed by the teacher or another student accurately and independently.
Proficient	Student selects and performs a response phrase that includes <i>so mi</i> to a question response performed by the teacher or another student mostly accurate, and independently.
Basic	Student selects and performs a response phrase that includes <i>so mi</i> to a question response performed by the teacher or another student with limited accuracy, and some amount of redirect from the teacher.

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Emerging	Student selects and performs a response phrase that includes <i>so mi</i> to a question response performed by the teacher or another student without accuracy and requires significant intervention from the teacher.
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