

West Fargo Public Schools

Grade 5 T1 Music Proficiency Reporting Scale

G5T1	Novice 1	Approaching 2	Proficient 3	Advanced 4
CREATE	Has been exposed to rhythmic, melodic, and two chord harmonic ideas and is working towards being able to compose or improvise and identify connection to a purpose.	Composes or improvises rhythmic, melodic, or two chord harmonic ideas with support and/or identifies connection to a purpose.	Composes and/or improvises rhythmic, melodic, and harmonic ideas within related tonality, meters, and simple chord changes [MU:Cr1.1.5.b] and explains connection to specific purpose and context (social, cultural, historical)	Composes and/or improvises rhythmic, melodic, and two chord harmonic ideas within related tonality, meters, and simple chord changes and discusses various connections to a purpose and context (social, cultural, historical).
PERFORM	Has been exposed to and is working towards being able to explain how a given musical selection is influenced by personal interest, knowledge, purpose, or technical skill and to demonstrate an understanding of the structure or elements of music.	Explains with support, how a given musical selection is influenced by personal interest, knowledge, purpose, context, or technical skill, demonstrates a basic understanding of structure or elements of music OR explains how intent is conveyed through expressive qualities and/or reads and performs using standard notation.	Demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as by technical skill [MU:Pr4.1.5.a], demonstrates understanding of the structure and the elements of music (such as rhythm, pitch, and form) selected for performance [MU:Pr4.2.5a], and reads and performs using standard	Demonstrates and explains how a variety of musical selections are/have been influenced by personal interest, knowledge, purpose, context, and technical skill. Demonstrates an in-depth understanding of structure and elements of music, explains how intent is conveyed through expressive qualities, and reads and performs using standard
RESPOND	Has been exposed to and is working towards being able to identify expressive qualities and describe how they are used in performances to reflect expressive intent.	Identifies expressive qualities and describes with support, how they are used in performances to reflect expressive intent.	Demonstrates and explains how the expressive qualities (such as dynamics, tempo, and timbre) are used in performers' and personal interpretations to reflect expressive intent [MU:Re8.1.5.a].	Demonstrates and explains how a variety of expressive qualities are used to reflect interpretations and performers' intent. Evaluates performance of musical works and explains appropriateness for situation or audience.
CONNECT	Is working towards being able to demonstrate an understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates a limited understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life or demonstrates how interests, knowledge, and skills relate to choices when creating, performing, or responding to music.	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life [MU:Cn11.1.5.a]. Demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music [MU:Cn10.1.5.a].	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life and makes connections between music other subjects or global topics. Demonstrates and explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and
POG	Is working towards being able to demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 4 or more formal notifications per trimester.	Demonstrates limited engagement by cooperating and collaborating with teacher and peers, participating in some lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or more formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or fewer formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 0 formal notifications per trimester AND serves as a model to

West Fargo Public Schools

Grade 5 T2 Music Proficiency Reporting Scale

G5T2	Novice 1	Approaching 2	Proficient 3	Advanced 4
CREATE	Is working towards being able to improvise simple rhythmic, melodic, or two chord harmonic ideas and describe connection to a purpose or context.	Generates musical ideas with support and/or demonstrates selected musical ideas to express intent and/or explain connect to purpose and context.	Generates musical ideas (rhythmic, melodic, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes [MU:Cr1.1.5.b], demonstrates selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context[MU:Cr2.1.5.a], and evaluates, refines, and documents revisions to personal music, applying	Generates musical ideas (rhythmic, melodic, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes, demonstrates and explains selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, explains connection to purpose and context, and evaluates, refines, and documents revisions to personal music, applying feedback and explaining
PERFORM	Has been exposed to and is working towards identifying types of context that inform performances and to demonstrate or explains with support, how intent is conveyed through expressive qualities.	Identifies types of context that inform performances, demonstrates or explains with support, how intent is conveyed through expressive qualities, and/or applies feedback to refine for performance.	Explains how context (social, cultural, historical) informs performances [MU: Pr4.1.5.a], demonstrates and explains how intent is conveyed through interpretive decisions and expressive qualities (dynamics, tempo, timbre, style) [MU:Pr.4.3.5.a], applies feedback to evaluate accuracy and expressiveness of ensemble and personal performances [MU:Pr5.1.5.a], and rehearses to refine technical accuracy and expressive qualities to show improvement over time [MU:Pr5.1.5.b]	Explains how context (social, cultural, historical) informs performances, demonstrates and explains how intent is conveyed through interpretive decisions and expressive qualities and can support with examples and reasoning, applies feedback to evaluate accuracy and expressiveness of ensemble and personal performances, and rehearses to refine technical accuracy and expressive qualities to address challenges and show improvement over time.
RESPOND	Is working towards being able to demonstrate or explain how music connects to or is influenced by specific interests, experiences, purposes, or contexts when responding to music.	Infers with support, how music connects to or is influenced by specific interests, experiences, purposes, or contexts when responding to music.	Demonstrates and explains, citing evidence, how music connects to and is influenced by specific interests, experiences, purposes, or contexts [MU:Re7.1.5.a] when responding to music.	Investigates, critiques, and explains, citing evidence, how music connects to and is influenced by specific interests, experiences, purposes, and contexts when responding to music.

West Fargo Public Schools

CONNECT	Is working towards being able to demonstrate an understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates a limited understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life or demonstrates how interests, knowledge, and skills relate to choices when creating, performing, or responding to music.	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life [MU:Cn11.1.5.a]. Demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music [MU:Cn10.1.5.a].	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life and makes connections between music other subjects or global topics. Demonstrates and explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to .
POG	Is working towards being able to demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 4 or more formal notifications per trimester.	Demonstrates limited engagement by cooperating and collaborating with teacher and peers, participating in some lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or more formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities. AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or fewer formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 0 formal notifications per trimester AND serves as a model to others.

West Fargo Public Schools

Grade 5 T3 Music Proficiency Reporting Scale

G5T3	Novice 1	Approaching 2	Proficient 3	Advanced 4
CREATE	Is working towards being able to present a version of personal created music.	Presents a version of personal created music with support and/or explains connection to expressive intent.	Presents final version of personal created music to others that demonstrates craftsmanship, and explains connection to expressive intent [MU:Cr.3.2.5.a].	Presents final version of personal created music to others that demonstrates craftsmanship, and explains connection to expressive intent, citing evidence.
PERFORM	Is working towards being able to perform music alone or with other with expression, and is working towards demonstrating technical accuracy, or appropriate interpretation and/or demonstrates performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Performs music alone or with others with expression, demonstrating technical accuracy, or appropriate interpretation and/or demonstrates performance decorum and audience etiquette appropriate for the context, venue, genre, and style.	Performs music alone or with others, with expression, demonstrating technical accuracy, and appropriate interpretation [MU:Pr6.1.5.a] and demonstrates performance decorum and audience etiquette appropriate for the context, venue, genre, and style [MU:Pr6.1.5.b].	Performs music alone or with others, with expression, demonstrating technical accuracy, and appropriate interpretation and demonstrates performance decorum and audience etiquette appropriate for the context, venue, genre, and style and explain appropriateness for context.
RESPOND	Is working towards being able to demonstrate or explain how responses to music are informed by the structure, elements, and context (social, cultural, and historical) and/or evaluates musical works and performances, applies criteria and explains appropriateness.	Identifies how responses to music are informed by the structure, elements, and context (social, cultural, and historical) and/or evaluates musical works and performances, applies criteria and explains appropriateness.	Demonstrates and explains, citing evidence, how responses to music are informed by the structure, elements, and context (social, cultural, and historical) [MU:Re7.2.5.a], evaluates musical works and performances, applies criteria and explains appropriateness [MU:Re9.1.5.a].	Demonstrates and explains, citing evidence, how responses to a variety of music connects to and are influenced and informed by the structure, elements, and context (social, cultural, and historical), and/or evaluates musical works and performs, applies provided and self selected criteria and explains appropriateness.
CONNECT	Is working towards being able to demonstrate an understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life.	Demonstrates a limited understanding of how music relates to the other arts, other disciplines, varied contexts, and daily life or demonstrates how interests, knowledge, and skills relate to choices when creating, performing, or responding to music.	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life [MU:Cn11.1.5.a], demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music [MU:Cn10.1.5.a].	Demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life and makes connections between music other subjects or global topics. Demonstrates and explains how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
ENGAGE	Is working towards being able to demonstrate engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 4 or more formal notifications per trimester.	Demonstrates limited engagement by cooperating and collaborating with teacher and peers, participating in some lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or more formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities. AND by showing respect for classroom instruments, equipment and materials AND by receiving 1 or fewer formal notifications per trimester.	Consistently demonstrates engagement by cooperating and collaborating with teacher and peers, participating in lessons and musical activities AND by showing respect for classroom instruments, equipment and materials AND by receiving 0 formal notifications per trimester AND serves as a model to others.