URBANDALE
COMMUNITY SCHOOL DISTRICT

Kindergarten Music

Learning Requirements & Proficiency Scales

What are grade level learning requirements and how should they be used?

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling "why" and "what" within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

What are proficiency scales and how should they be used?

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:
- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

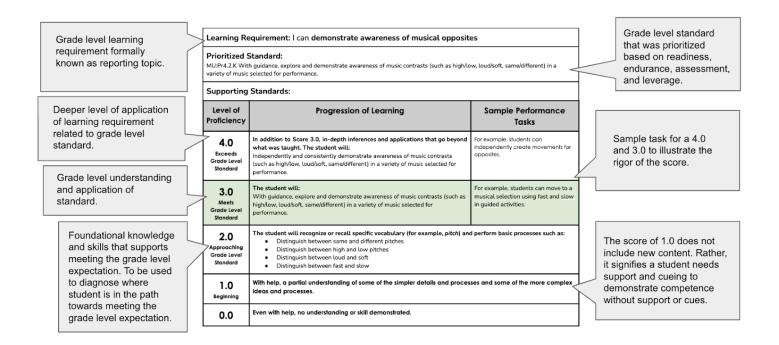# Grade for Learning Implementation Expectations

How are learning requirements and proficiency scales used to determine course/content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Practice #1	1.0	I can demonstrate awareness of musical opposites	3.0
Section Checkpoint	2.0		
Group work - Observational Data	3.0		
Unit Performance Assessment	3.0		

The Anatomy of the Proficiency Scale

Grade level learning requirement formally known as reporting topic.

Deeper level of application of learning requirement related to grade level standard.

Grade level understanding and application of standard.

Foundational knowledge and skills that supports meeting the grade level expectation. To be used to diagnose where student is in the path towards meeting the grade level expectation.

Grade level standard that was prioritized based on readiness, endurance, assessment, and leverage.

Sample task for a 4.0 and 3.0 to illustrate the rigor of the score.

The score of 1.0 does not include new content. Rather, it signifies a student needs support and cueing to demonstrate competence without support or cues.

Learning Requirement: I can demonstrate awareness of musical opposites

Prioritized Standard:
MU:Pr4.2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Supporting Standards:

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will: Independently and consistently demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	For example, students can independently create movements for opposites.
3.0 Meets Grade Level Standard	The student will: With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	For example, students can move to a musical selection using fast and slow in guided activities.
2.0 Approaching Grade Level Standard	The student will recognize or recall specific vocabulary (for example, *pitch*) and perform basic processes such as: • Distinguish between same and different pitches • Distinguish between high and low pitches • Distinguish between loud and soft • Distinguish between fast and slow	
1.0 Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
0.0	Even with help, no understanding or skill demonstrated.	

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Kindergarten Music Learning Requirements & Proficiency Scales

Learning Requirements	Trimester
I can demonstrate awareness of musical opposites	**T2, T3**
I can demonstrate a steady beat	**T1, T2, T3**
I can demonstrate head voice	**T1, T2, T3**

Learning Requirement: I can **demonstrate awareness of musical opposites**

Prioritized Standard: MU:Pr4.2.K With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.

Supporting Standards:

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** Independently and consistently demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	For example, students can independently create movements for opposites.
3.0 Meets Grade Level Standard	**The student will:** With guidance, explore and demonstrate awareness of music contrasts (such as high/low, loud/soft, same/different) in a variety of music selected for performance.	For example, students can move to a musical selection using fast and slow in guided activities.
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary (for example, *pitch*) and perform basic processes such as:** ● Distinguish between same and different pitches ● Distinguish between high and low pitches ● Distinguish between loud and soft ● Distinguish between fast and slow	
1.0 Beginning	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
0.0	**Even with help, no understanding or skill demonstrated.**	

Learning Requirement: I can **demonstrate a steady beat**

Prioritized Standard:

MU:Re7.2.K With guidance, demonstrate how a specific music concept (such as beat or melodic direction) is used in music.

Supporting Standards:

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** Independently and consistently demonstrate how a specific music concept (such as beat) is used in music. MU:Re7.2.K	For example, students can keep a steady beat through locomotor movement, body percussion, and on an instrument.
3.0 Meets Grade Level Standard	**The student will:** With guidance, demonstrate how a specific music concept (such as steady beat or melodic direction) is used in music. MU:Re7.2.K	For example, students can use their body to keep a steady beat in guided activities.
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary (for example, *steady beat*) and perform basic processes such as:** ● Sometimes performs a steady beat, but not consistently. ● Identifying or copying a steady beat. ● Identifying that beat can be steady and consistent.	
1.0 Beginning	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
0.0	**Even with help, no understanding or skill demonstrated.**	

Learning Requirement: I can **demonstrate head voice**

Prioritized Standard:
MU:Re7.2.K With guidance, demonstrate how a specific music concept (melodic direction) is used in music.

Supporting Standards:

Level of Proficiency	Progression of Learning	Sample Performance Tasks
4.0 Exceeds Grade Level Standard	**In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:** Independently and consistently demonstrate how a specific music concept (such as, melodic direction) is used in music. MU:Re7.2.K	For example, students can consistently use head voice. For example, students can consistently match pitch.
3.0 Meets Grade Level Standard	**The student will:** With guidance, demonstrate how a specific music concept (such as, melodic direction) is used in music. MU:Re7.2.K	For example, students can move their head voice to sing high and low in guided activities.
2.0 Approaching Grade Level Standard	**The student will recognize or recall specific vocabulary (for example, *head voice and melodic direction*) and perform basic processes such as:** ● Sometimes performs in head voice, but not consistently. ● Identifying or copying head voice. ● Identifying high and low sounds.	
1.0 Beginning	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
0.0	**Even with help, no understanding or skill demonstrated.**	

Supporting Standards to be dispersed:

With guidance, demonstrate awareness of expressive qualities (such as voice quality, dynamics, and tempo) that support the creators' expressive intent. **MU:Pr4.3.K**

With guidance, explore and experience music concepts (such as beat and melodic contour). **MU:Cr1.1.Ka**

With guidance, generate musical ideas (such as movements or motives). **MU:Cr1.1.Kb**

With guidance, apply personal, peer, and teacher feedback in refining personal musical ideas. **MU:Cr3.1.K**

With guidance, apply personal, teacher, and peer feedback to refine music making. **MU:Pr5.1.Ka**

With guidance, use suggested strategies in rehearsal to improve the expressive qualities of music. **MU:Pr5.1.Kb**

With guidance, perform music with expression. **MU:Pr6.1.Ka**

Perform appropriately for the (formal or informal) audience. **MU:Pr6.1.Kb**

With guidance, demonstrate awareness of expressive qualities (such as dynamics and tempo) that reflect creators'/performers' expressive intent. **MU:Re8.1.K**