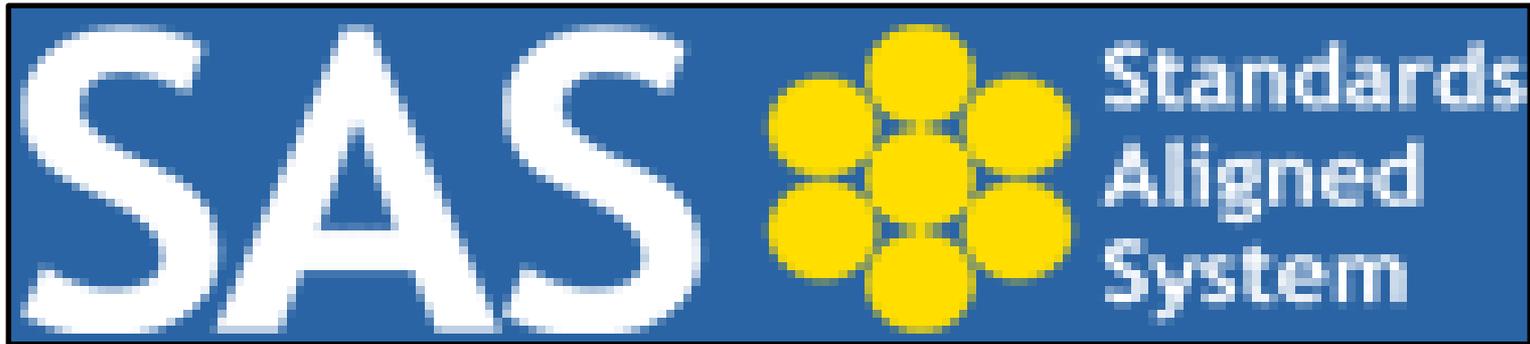


# SLO for Music Teachers: Goals, Standards and Assessments

PMEA  
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[pdesas.org](http://pdesas.org)



Print the following:

Templates: 4 and 5

Template Helpdesk Documents: SLO Process Template and Performance Task Framework

# Questions during the presentation?

Type your questions into the chat box, there's a Q & A at the end.



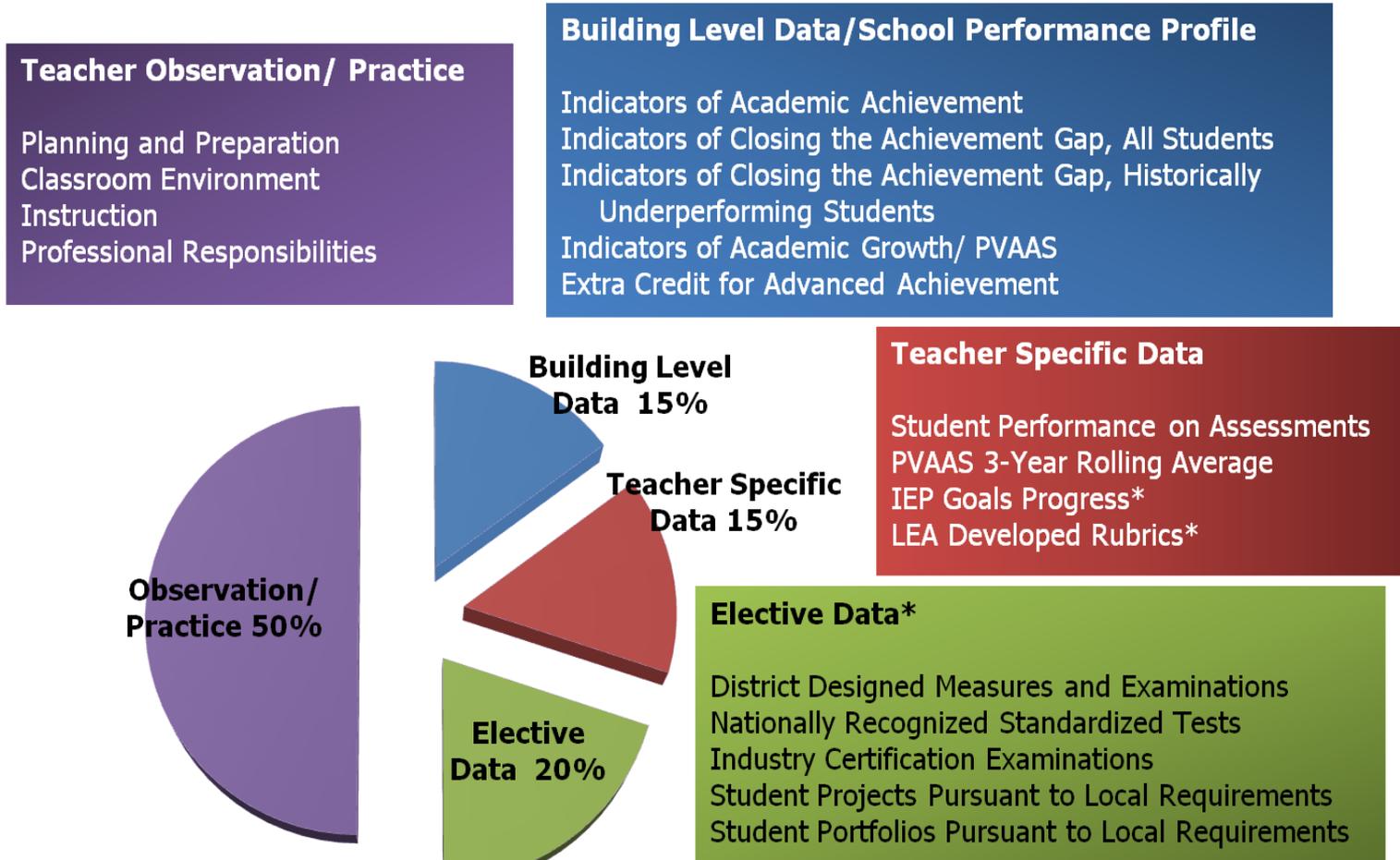
# Session Overview

- 1. Review the SLO process
  - Use of SLO in Teacher Evaluation
  - Process Components of the SLO Template
- 2. Performance Measure Task Frameworks
  - What are they?
  - How are they used?
- 3. Assessing Student Achievement of PA Music Standards in the SLO environment
  - Types of Performance Measures and Scoring Tools
  - Common Errors in Assessing Standards
  - Examples of Aligned Goals, Standards and Performance Measures

# 1. Review of the SLO Process

## Use of SLO in Teacher Evaluation

### Teacher Effectiveness System in Act 82 of 2012



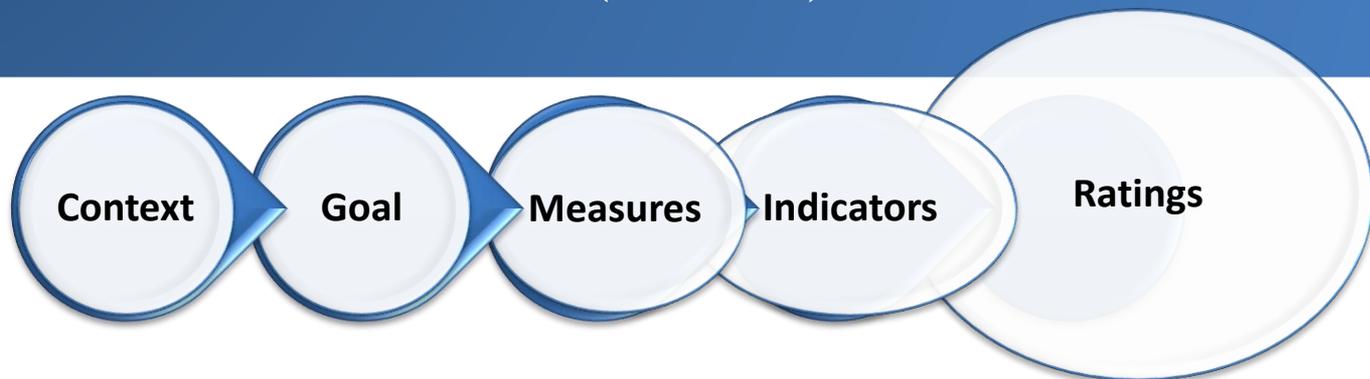
## 1. Review of the SLO Process

# Process Components of the SLO Template

A Brief Tour

## STUDENT LEARNING OBJECTIVE (SLO) PROCESS TEMPLATE

SLO is a process to document a measure of educator effectiveness based on student achievement of content standards. SLOs are a part of Pennsylvania's multiple-measure, comprehensive system of Educator Effectiveness authorized by Act 82 (HB 1901).



## 1. Classroom Context

<b>1a. Name</b>		<b>1b. School</b>		<b>1c. District</b>	
<b>1d. Class/ Course Title</b>		<b>1e. Grade Level</b>		<b>1f. Total # of Students</b>	
<b>1g. Typical Class Size</b>		<b>1h. Class Frequency</b>		<b>1i. Typical Class Duration</b>	

# Section 1: Classroom Context

## General Description

- Contains demographic information about the educational setting
- Articulates the course, grade(s), and students on which the SLO is based
- Provides class size, frequency, and duration data

## 2. SLO Goal

**2a.**  
**Goal Statement**

**2b.**  
**PA Standards**

**2c.**  
**Rationale**

# Section 2: SLO Goal

## General Description

- Contains a statement about the “enduring understanding” or “big idea”
- Provides the specific PA standards associated with the goal
- Articulates a rationale about the Goal Statement

# Big Idea

In Pennsylvania, there is a location that we find our “big ideas” for curriculum

[www.pdesas.org](http://www.pdesas.org)

- Curriculum Frameworks Tab
- At bottom of the page
  - Select a subject area
  - Select grade level



### 3. Performance Measures (PM)

<b>3a. Name</b>	1. 2. 3. 4. 5.	<b>3b. Type</b>		
<b>3c. Purpose</b>		<b>3d. Metric</b>	Growth Mastery Growth/Mastery	
<b>3e. Administration Frequency</b>		<b>3f. Adaptations/ Accommodations</b>	IEP ELL	Gifted Other
<b>3g. Resources/ Equipment</b>		<b>3h. Scoring Tools</b>		
<b>3i. Administration &amp; Scoring Personnel</b>		<b>3j. Performance Reporting</b>		

# Section 3: Performance Measures

## General Description

- Identifies all performance measures, including name, purpose, type, and metric
- Articulates the administration and scoring details, including the reporting

**Note:** Section 3 is based upon high-quality performance measures aligned to the targeted content standards

## 4. Performance Indicators (PI)

**4a.**  
**PI Targets:**  
**All Student Group**

**4b.**  
**PI Targets:**  
**Subset Student Group**  
**(optional)**

**4c.**  
**PI Linked**  
**(optional)**

**4d.**  
**PI**  
**Weighting**  
**(optional)**

# Section 4: Performance Indicators

## General Description

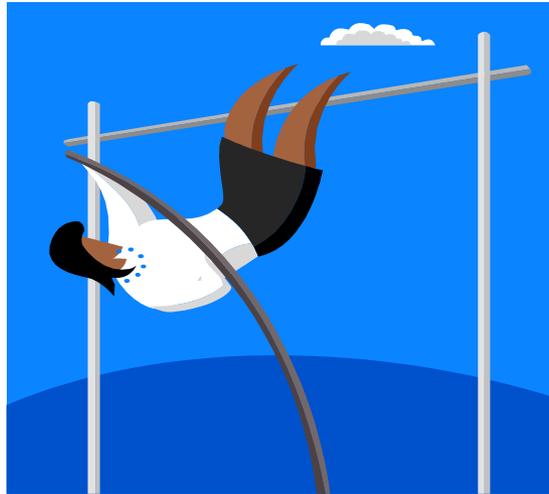
- Articulates targets for each Performance Measure
- Includes all students in the identified SLO group
- May include a focused student group
- Affords opportunity to link indicators and/or weighting

4:a and b  
Performance  
Indicator:  
What does  
Student  
Performance  
Look Like?

4a.  
What performance measure(s) –*tests, assessments*– will be used to measure student achievement of the standards, and what’s the expected student achievement level based on the scoring system for those measures?

4b.  
What’s the expected achievement level for unique populations? (IEP, students who did not do well on a pre-test, etc.)

# Performance Indicator



Based on the performance measure, what are the expectations for individual student achievement?

## 5. Elective Rating

<b>5a. Level</b>	<u><b>Failing</b></u> 0% to ___ % of students will meet the PI targets.	<u><b>Needs Improvement</b></u> ___% to ___% of students will meet the PI targets.	<u><b>Proficient</b></u> ___% to ___% of students will meet the PI targets.	<u><b>Distinguished</b></u> ___% to 100% of students will meet the PI targets.
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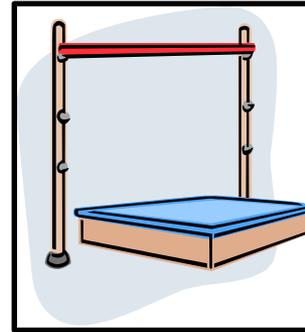
<b>5b. Rating</b>	Distinguished (3) Proficient (2) Needs Improvement (1) Failing (0)	<u><b>Notes/Explanation</b></u>
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# Section 5: Elective Rating

## General Description

- Identifies each level (*Failing, Needs Improvement, Proficient, Distinguished*) of students who are meeting the PI targets.
- Selects the overall SLO rating.

5a:  
Elective Rating  
=  
Teacher Effectiveness Measure



# Section 5: Example

5. Elective Rating				
<b>5a. Level</b>	<b><u>Failing</u></b> 0% to 69 % of students will meet the PI targets.	<b><u>Needs Improvement</u></b> 70% to 84% of students will meet the PI targets.	<b><u>Proficient</u></b> 85% to 94% of students will meet the PI targets.	<b><u>Distinguished</u></b> 95% to 100% of students will meet the PI targets.

## 2. Performance Measure Task Frameworks

# What are they?

### PERFORMANCE TASK FRAMEWORK

This template is used to organize performance tasks used in the SLO process. [OPTIONAL]

You may have printed the Template 5 and Template 5 Helpdesk.

Statements should be identical to the SLO Template

Performance Measure				
a.	Performance Measure Name			
SLO Alignment				
b.	Class/Course Title		c.	Grade(s)/ Level
d.	PA Standards			
e.	Performance Measure Purpose			

## Section 1: Task Administration (Teacher)

Statements should be identical to the SLO Template

Element	Definition	Format Example
<b>1a. Administration Frequency</b>	The number of times the Performance Measure will be administered within an identified timeframe.	<ul style="list-style-type: none"> <li>• Once at the end of the semester</li> <li>• Twice, at the beginning of the 1<sup>st</sup> 9-week grading period and at the end of the 3<sup>rd</sup> 9-week grading period.</li> </ul>
<b>1 b. Unique Accommodations</b>	Identifies the possible changes allowed in presentation, response options, settings to accommodate students with disabilities, English language learners, etc.	<ul style="list-style-type: none"> <li>• Large print edition of test/music</li> <li>• Uniquely sized instruments</li> </ul>
<b>1c. Resources and Equipment</b>	Identifies any additional personnel required to administer the task. Identifies equipment, tools, text, and artwork needed by the student to accomplish the task.	<ul style="list-style-type: none"> <li>• Orff Instruments</li> <li>• Access to digital editing software</li> <li>• Use of systems that must be purchased, like “SmartMusic”</li> </ul>

# DISCLAIMER



All examples used for the rest of the presentation are examples of PROCESS and NOT EXEMPLARS of content, assessment methodology or performance measure scoring.

**Thanks to statement resource providers:  
PMEA SLO Development Participants  
SLO Pilot Submissions  
Lebanon Valley MME Grad Students**

**Solo Assessment – Singing Independently  
Grade 2 General Music**

<b>Element</b>	<b>Definition</b>	<b>Format Example</b>
<b>2a. Task Scenario(s)</b>	<b>Provides information for a student to create a response, project, or demonstration in the necessary context.</b>	<b>Student sings a melody in an accompanied setting through performance of a song from the current Second Grade Curriculum. Students will be recorded using an audio or audio/visual device.</b>

**2b.  
Procedural  
Steps**

Provides guidance on the sequence of events, steps, or phases of the task.

**Pre-Assessment Steps**

**Students will be made aware of the assessment at the onset of the year as well as 2 weeks prior to the assessment date with a brief review of the process and rubric components (in terms the students will understand).**

**Assessment Steps**

- 1. Student walks into room with necessary materials already present.**
- 2. Student will be given 15 seconds to review the song (**
- 3. When the student indicates they are ready, the recording device will be started.**
- 4. Administrator will give the student a starting pitch through voice and piano simultaneously with the words “ready sing” (sung in tempo).**
- 5. Student performs assigned piece once with accompaniment while standing at the music stand and using the music.**
- 6. At the completion of the performance task, the recording device is stopped and the student is given the “Student Self-Evaluation” form**
- 7. Once the student checks what they feel is accurate, the form is collected (with matching student ID number) and the student is thanked for their time and dismissed.**

<p>2c. Requirements</p>	<p>Articulate the task requirements in order to establish key criteria by which the performance is evaluated. Identifies implied and explicit criteria in order to adhere to the time constraints, product parameters, etc.</p>	<p>Students will have experienced the Second Grade General Music Curriculum in its entirety. They will have been exposed to numerous songs emphasizing varying content through the process of singing. Through the course of the year, all components of the rubric will have been addressed through the use of multiple curricular approaches allowing for final application to any selected piece from the current curriculum. Students also have prior knowledge of the definitions of “Below Basic, Basic, Proficient,” and “Advanced.”</p>
<p>2d. Product(s)</p>	<p>Identifies the products, demonstrations, or performances expected during and/or at the end of the process. Additional information about the criteria used to judge calculations, products, demonstrations, or performances.</p>	<ol style="list-style-type: none"> <li>1. An audio or audio/video recording with each student performance of the assessment task</li> <li>2. A scoring sheet showing the student-marked self-evaluation.</li> </ol>

## Section 3. Scoring (Teacher)

3a.	Scoring Tools	Look to the right..... Rhythm Component Rubric
3b.	Scoring Guidelines	Teacher should use the exemplar singing example to guide scoring, but should also have been involved in the teaching of the lessons leading up to the assessment. Teacher must review the song and general rhythm concepts/vocabulary to class before beginning assessments. Students that have multiple absences are exempt from assessment.
3c.	Score/ Performance Reporting	Summary Report of students meeting the Performance Indicator.

*Rhythm Performance Rubric*



Rhythm is performed with 100% accuracy using the correct syllables.

Rhythm is performed with 80% accuracy using the correct syllables.

Rhythm is performed with less than 80% accuracy or uses incorrect rhythm syllables.

Rhythm is performed with less than 50% accuracy and incorrect rhythm syllables.

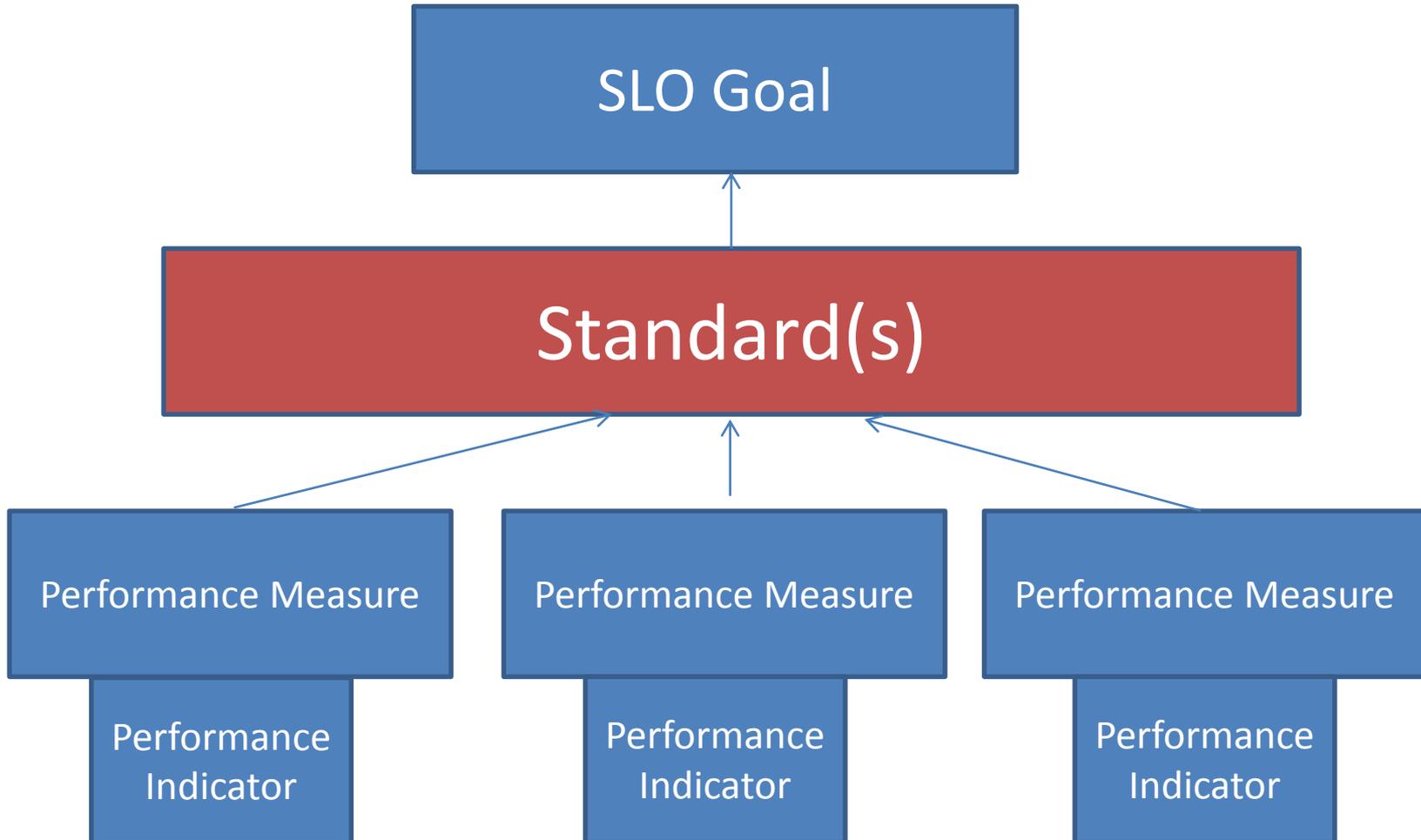
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Element	Definition	Format Example
3a. Scoring Tool(s)	Description of the different levels of performance; the alignment of multiple dimensions to the standards; and, how the overall score is attained.	The rubric is subdivided into four performance categories (Advanced, Proficient, Basic, and Below Basic) and measures key concepts, skills and techniques, and craftsmanship. A performance category is assigned to each dimension within the rubric.
3b. Scoring Guidelines	Articulate the steps that are used for evaluating student products, demonstrations, or performances. Provide additional guidance information on assigning scores for incomplete work and the way scoring personnel are identified and trained. Given an overall score or performance level, detail how examples, models, or demonstrations are provided.	<ul style="list-style-type: none"> <li>• The certified professional will use the rubric to score each student’s response.</li> <li>• Observe and record student demonstration of critical elements identified for each performance task. Teacher evaluates the quality of the critical elements performed using the scoring tool.</li> </ul>
3c. Score Reporting	Identify the method of reporting student and overall scores.	<ul style="list-style-type: none"> <li>• Scores for all students will be reported in a summary report. Individual students will receive a scored rubric.</li> </ul>

## 2. Performance Measure Task Frameworks

# How are they used?

Hint: To measure student achievement of the standards.



### 3. Assessing Student Achievement of PA Music Standards in the SLO Environment

## Types of Performance Measures and Scoring Tools

- Scoring Key
  - Rubric
    - Checklist

### 3. Assessing Student Achievement of PA Music Standards in the SLO Environment

## Common Errors in Assessing Standards

- 1. Standard is assessed at an inappropriate DoK (Depth of Knowledge) level
- Example: Standard 9.1.8.B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to **produce, review and revise original works in the arts** . Music: • sing • play an instrument • read and notate music • compose and arrange • improvise
- Would a pitch recognition assessment be appropriate?

## **DOK 1**

Students at DOK 1 are able to recall facts, terms, musical symbols, and basic musical concepts, and to identify specific information contained in music (e.g., pitch names, rhythmic duration, voice and instrument classification, music history).

## **DOK 4**

DOK 4 requires complex reasoning that includes planning, investigating, and/or analyzing results. Students compose in two or more voices, which requires the application of harmony, voice leading, and chord progressions. When improvising, students respond to chord changes and develop complex phrases. They rehearse and perform solos with or without accompaniment or in non-conducted ensembles, in which they are required to make individual informed decisions about style, balance, and expressive elements.

## **DOK 1:**

### **Sample Question Stem**

Who wrote \_\_\_\_\_?

What is this symbol \_\_\_\_\_?

### **Sample Performance Example**

- Identify rhythmic musical notation including whole note, half note, quarter note, and eighth-note pairs.
- Identify the musical terms piano, forte, crescendo and diminuendo.
- Echo short rhythmic and melodic patterns on a classroom instrument.

### **Annotation**

Students are asked only to recall previously learned information and to make an automatic response.

## **DOK 4:**

### **Sample Question/Task Stem**

Create a composition using instruments or voices of your choice that creates a mood of increasing intensity

### **Sample Performance Example**

Improvise a melody and/or harmonic accompaniment with variations, within specified guidelines, e.g., a chord progression

### **Annotation**

Students are creating and performing their own improvisation or composing within specified guidelines.

Key language in the standard:

**produce, review and revise original  
works in the arts**

**Standard Language suggests  
DoK 3 or 4**

Want to know what all four levels look like for music?  
Go to the PMEA website and find the PA Dept. of Education page.

### 3. Assessing Student Achievement of PA Music Standards in the SLO Environment

## Common Errors in Assessing Standards

- 2. The Performance Task does not assess the standard.
- Example: Standard **9.1.5.G**
- **Identify the function and benefits** of rehearsal and practice sessions
- Assessment: Observation (checklist scoring) of student preparation for rehearsal (on time, always has instrument, brings pencil and marks music, etc.)

- **What's wrong with that?**
- It's mostly teacher pleasing behavior.
  - (Valued but not standards-based!)
- **What might right look like?**
- **Applying Rehearsal Techniques Assessment**
- Students will be asked to rehearse a teacher-selected musical excerpt independently for ten minutes and will need to employ at least two rehearsal techniques during the rehearsal. While students are rehearsing, they will be video recorded for later assessment.
- **Rubric Scored**

### 3. Assessing Student Achievement of PA Music Standards in the SLO Environment

## Common Errors in Assessing Standards

- 3. Rubric scoring does not score achievement of the standard
- Easy Example:
- Class- 7<sup>th</sup> grade general music
- Standard 9.2.8.E
- **Analyze** how **historical events** and **culture** impact **forms, techniques and purposes of works in the arts** (e.g., Gilbert and Sullivan operettas)

- Performance Task
- Composer Project: Students will create a project based on how the life of a composer affected his music.
  
- Scoring Criteria
- Project is on time (not standards based)
- All the words are spelled correctly (what if the project was a performance—play, dance, video without text on the screen-and not submitted in text form?)
  
- How do these criteria score student achievement of **analysis, culture, form, impact, etc.?**

### 3. Assessing Student Achievement of PA Music Standards in the SLO Environment

## Common Errors in Assessing Standards

- 3. Rubric scoring does not score achievement of the standard
- Tricky Example:
- Class-HS Jazz Band
- Standard 9.3.12.B
- Determine and apply criteria to a person's work and works of others in the arts

- Performance Task
- Students will spontaneously create (improvise) two choruses of a melody on their instruments using the 12-bar blues progression in either the key of Bb or F.
- Scoring
- Students will be evaluated on the following criteria:
  - 1. Melodic Construction
  - 2. Tempo & Rhythm
  - 3. Balance
  - 4. Harmonic Progression
  - 5. Style

- **What's wrong?**
- (This type of task may not relate well to assessing the standard, but it could with a little rewrite)
- How do the scoring criteria of melodic construction, tempo and rhythm, balance, harmonic progression or style assess student ability to apply criteria to a person's work and works of others?
- **What might right look like?**
- Rewrite the task slightly so that you can score the criteria from the perspective of a student's ability to imitate a particular style.
- Apply the criteria from the student's ability to self assess (which implies their ability to agree with your assessment of their abilities)

### 3. Assessing Student Achievement of PA Music Standards in the SLO Environment

## Examples of Aligned Goals, Standards and Performance Measures

Following are examples  
of aligned Goals, Standards  
and Performance Measures.

You may love them or hate them!

Elementary General

Middle School General

Elementary Instrumental

HS Classroom

HS Ensemble



# Elementary General

- Kindergarten General
- Goal: Students will create, recreate and express music through the use of their voice, instruments and movement.
- Standard: 9.1.3.A, 9.1.3.B
- Performance Measure: Call and Response Task, Identify Beat Task, Rhythm Patterns Task, Moving to Music Task, Singing Task, Improvising with the Voice Task, Improvising with Instruments Task

# Elementary General

- Example Task Scenario
- **#4 Moving to Music Task**
- Students listen to music to identify a rhythmic patterns and the use of sound and silence.
- Students watch a demonstration of moving to music to express a rhythmic pattern and respond to sound and silence.
- Students reproduce the demonstrated movements.
- Students move to music, creating their own patterns of movement and stillness. (sound and silence).

# Elementary General

<b>Performance Scoring</b>	<b>Moves toward Expectation = 1</b>	<b>Meets Expectation = 2</b>	<b>Exceeds Expectation = 3</b>
<b>Reproduces Movement</b>	Rarely reproduces a movement example without guidance.	Accurately reproduces a movement example with some prompting.	Accurately reproduces a movement example without prompting.
<b>Creates Original Movement</b>	Rarely creates original movement patterns and/or moves to the beat of the music without prompting.	Creates original movement patterns and moves to the beat of the music, some of the time without prompting.	Independently creates original movement patterns and moves to the beat of the music without prompting.

Performance Indicator: Students will achieve a scoring of “Meets Expectation = 2” or “Exceeds Expectation = 3” on 5 out 7 task rubrics.

# Elementary General

- Grade 3 General
- Goal: Students will apply skills of reading and notating pitch and rhythm through performance and composition of melody.
- Standards: 9.1.3.A, 9.1.3.B
- Performance Measures
- Singing Assessment
- Recorder Playing Assessment
- Music Composition Project

# Elementary General

- Example Task Scenario
- **Recorder Playing Assessment**
- Demonstrate the ability to play a song on the recorder, exhibiting mastery and/or growth in such components as fingerings, holding instrument, rhythm, tonguing, and pitch/rhythm recognition.

# Elementary General

	<b>4 Advanced</b>	<b>3 Proficient</b>	<b>2 Basic</b>	<b>1 Below Basic</b>
<b>Fingerings</b>	Confidently and correctly fingers the holes.	Regularly fingers correctly with the occasional error.	Hesitantly places fingers on holes. Has to check finger placement	Has difficulty placing fingers to block holes correctly
<b>Holds Instrument</b>	Automatically uses left hand on top	Usually uses the left hand on top	Hesitates and thinks about which hand to use on top; sometimes holds it correctly	Consistently holds instrument incorrectly with right hand on top
<b>Rhythm</b>	Kept steady beat and held notes and rests for their correct length all the time	Kept steady beat and held notes and rests for their correct length most of the time	Kept steady beat but did not hold notes and rests for their correct length	Did not keep steady beat and held notes and rests for incorrect length of time all the time

Performance Indicator: Attain Advanced or Proficient in all categories of the rubric.

# Middle School General

- Grade 7 General
- Goal: Demonstrate understanding of ways in which music has evolved over time and throughout many different cultures.
- Standards: 9.2.8.B, 9.2.8.C, 9.2.8.F, 9.1.8.C
- Performance Measures:
- PM #1: Notation/Rhythm Composition and Playing Assessment (could be notation a student personally creates!)
- PM #2: Historical Connections Written Test
- PM #3: Connecting Composers Project

# Middle School General

- Tasks Scenario
- Students will create a project based on how the life of a composer affected his music.
- One of the scoring *criteria* (2 rubric concerns!)

	ADVANCED	SATISFACTORY	NEEDS IMPROVEMENT	FAILING
<b>Compare &amp; Contrast a piece of music from your assigned composer to a piece of music of your choice.</b>	<b>(8 points)</b> Accurately makes more than 3 comparisons between the composers' piece of music and the song you have chosen.	<b>(6 points)</b> Accurately makes 3 out of 3 comparisons between the composers' piece of music and the song you have chosen.	<b>(4 points)</b> Accurately makes 2 out of 3 comparisons between the composers' piece of music and the song you have chosen.	<b>(2 points)</b> Accurately makes 1 out of 3 comparisons between the composers' piece of music and the song you have chosen.

Performance Indicator: Students will achieve a minimum score of 35 out of 50 points to be proficient.

# Elementary Instrumental

- 5<sup>th</sup> grade Strings
- Goal: Students will apply musical concepts on string instruments through rehearsing, performing, and reflecting.
- Standards:
- [9.1.5.A](#); [9.1.5.B](#); [9.1.5.C](#); [9.1.5.G](#); [9.3.5.A](#)
- Performance Measures:
- PM #1: Applying Rehearsal Techniques
- PM #2: Individual Performance
- PM #3: Student Self-Reflection Checklist

# Elementary Instrumental

- **Applying Rehearsal Techniques**
- Task Scenario
- Students will be asked to rehearse a teacher-selected musical excerpt independently for ten minutes and will need to employ at least two rehearsal techniques during the rehearsal. While students are rehearsing, they will be video recorded for later assessment.

# Elementary Instrumental

Score  
4.0

While engaged in the rehearsal assessment, student applies at a minimum two appropriate rehearsal techniques (ie: silent fingerings, air bowing, isolating problem measures, decreasing tempo, clapping/foot tapping rhythm, writing in the music, rehearsing dynamics) while preparing the piece. Student is also able to articulate either verbally or in writing which rehearsal techniques were employed during the rehearsal. Student accurately articulates all applied rehearsal techniques.

Score  
1.0

Student participates in rehearsal assessment, but does not apply any rehearsal techniques. Student may rehearse by going back to the beginning of the piece multiple times. Student inaccurately articulates applied rehearsal techniques.

Students will achieve a score of 3 out of 4 using the Applying Rehearsal Techniques Rubric

# Elementary Instrumental

- Performance Measure:
- Student Self-Reflection Checklist
  
- Task Scenario
- Student will be asked to watch their individual performance from SLO Assessment #2 and reflect upon their performance by completing the Student Self-Reflection Checklist. This assessment can occur on a different day from SLO Assessment #1 and SLO Assessment #2.

# Elementary Instrumental

- **Checklist (sample statements)**
- Did I perform all the correct pitches?
  - If no, in which measure(s) did I play incorrect pitches.
- Did I perform all the correct rhythms?
  - If no, in which measure(s) did I play incorrect rhythms?
- Did I perform correct dynamic levels?
- Did I perform correct articulations?

# Elementary Instrumental

- Student Self Reflection Rubric (= agreement with teacher's perception of the performance)

Score 4.0	Student answers 8 out of 8 questions on Self-Reflection Checklist with accuracy.
Score 3.5	Student answers 7 out of 8 questions on Self-Reflection Checklist with accuracy.
Score 3.0	Student answers 6 out of 8 questions on Self-Reflection Checklist with accuracy.
Score 2.5	Student answers 5 out of 8 questions on Self-Reflection Checklist with accuracy.
Score 2.0	Student answers 4 out of 8 questions on Self-Reflection Checklist with accuracy.

Performance Indicator: Students will achieve a score of 3 out of 4 using the Applying Rehearsal Techniques Rubric

# HS Classroom

- Music 9 Technology
- Goal: Demonstrate an ability to develop and arrange the musical elements of a well-crafted demo song.
- Standards: 9.1.12.A-B-E; 9.3.12.A
- Performance Measure: Demo Song Arrangement Project (Songs #1 and 2)

# HS Classroom

## Components

### Song Form

DOK: 2 and 4

Standards: 9.1.12.A, 9.1.12.B, 9.1.12.E

### Instrumentation

DOK: 1, 2, 3, and 4

Standards: 9.1.12.A, 9.1.12.B, 9.1.12.E

### Technology

DOK 1

Standards: 9.1.12.E

Students will achieve mastery when proficient or advanced levels in 5 out of 6 components indicated on the scoring rubric are met. Student growth will be demonstrated when students achieve improved scores in 3 out of 6 components, with no decrease in scores in the other components.

# HS Performance Ensemble

- Symphonic/Concert Band
- Goal: Students will demonstrate the ability to individually maintain steady tempo, count and perform rhythmic patterns, and sight read music as it relates to an appropriate musical contribution in an ensemble setting.
- Rhythm Accuracy Test, SmartMusic Assessment, Sight Reading Test

# 4. Q & A

