

### Target-Method Match Template

**A. High Achievement Unit Outcome** (Please include the High Achievement Unit Outcome.) Make sure your verbs are measurable and from the upper 4 levels of Bloom’s Taxonomy—Application, Analysis, Evaluation, Creating.

**Write High Achievement Unit Outcome here:**

Students will create music by combining and organizing musical rhythms and evaluate different rhythms for their rhythmic value.

<b>Learning Targets/Components for High Achievement Unit Outcome</b> (The Components/Learning Targets should fulfill the High Achievement Unit Outcome and have a variety of measurable verbs from all levels of Bloom’s Taxonomy.)		<b>Target/Component Type</b> (See Figure 4.3)  K = Knowledge R = Reasoning S = Skill P = Product				<b>Assessment Method</b> (The goal is to <b>Triangulate</b> —have 3 different types of assessments for each <b>unit, not each component.</b> )  <b>Note: PA (Performance assessment) includes creating Products or Projects</b>			
		K	R	S	P	SR Selected Response	WR Written Response	PA Performance Product Project	PC Personal Communication
1.	ME1.1.1 Move and demonstrate beat and tempo				X			X	
2.	ME1.1.2 Perform music by reading from notation				X			X	
3.	ME1.1.3 Play songs with different tempos				X			X	

4.	ME1.1.4 Create symbolic notation for long and shorter notation. (music vocab of staccato and tenuto) – written	X					X		
5.	ME1.1.5 Experiment and perform ways of singing and playing both fast and slow (music vocab of presto and largo)	X			X				X

**Summary:**

This was incredible rewarding and insightful tying a High Achievement Unit Outcome to the components and then creating effective and strong assessments for each. It was a very thorough and rewarding activity. It made me think of the possibilities of offering several assessments to students and allowing them to choose what works for them within Performance. Some want to perform on violin or piano or guitar and that is ok because it falls under Performance category. I am excited to take this back next year and rework my current unit to be more effective. I also really enjoyed the analyzing the component type and realizing that there is so much Product based targets in music. So I have to be thoughtful when planning for those students who are shy and struggle to perform in front of people. I have always been of the mindset that if the assessment doesn't work the student because of emotional reasons, change the assessments. I would rather students show me their understanding in a way that works for them, than to have to show me in a specific way. I did find one component that would work for both Performance and Personal Communication because of the need for students to experiment with this particular element. This particular element is a precursor to composition in melodies and students identify with fast and slow melodies easily. This particular assessment would be a discussion with students on their composition comparing and contrasting their results with a given class composition. I also really found the sampling to be an intriguing idea having never thought of it. I had not thought of giving a specific number of assessments to gather evidence. I found that to be difficult but also rewarding in the long run because you would know when it was acceptable to move on to other components.