

Assessment of Curriculum Related Song Project – Group Collaborative Performance

VALUE	CRITERIA
Multiple of 5	The subject matter presentation in the song was lucid, fluent, clear in meaning and in sound, and comprehensive and grabbed the attention of the class to the fullest possible extent. The song showed higher level critical thinking skills such as choosing key terms and information, evaluation, and synthesis. Multiple information sources were used to assist in achieving a broader understanding of the material. Real life examples may have been envisioned and articulated or referred to. Performers were well organized and set up quickly. Additional subject and assessment materials were provided in an impressive and timely manner. Multiple viewpoints were accepted and accommodated within the group's collaboration and incorporated in the final project/performance, such that each person's contribution was honoured. The transition between group members was fluid, and the group clearly worked together to accomplish a performance consistently showed group communication.
Multiple of 4	The subject matter presentation in the song was clear and audible. The presentation was somewhat creative, although not continuously or with a lesser degree of consistency. Some higher level critical thinking skills such as choosing key terms and information, or selecting appropriate dramatic images, were utilized. Real life examples may have been referenced. Performers were organized and set up reasonably well. Additional subject and assessment materials were provided in an appropriate and timely manner. The group effectively worked together to create a single, clear, and comprehensible group performance. During the performance, the group operated in a respectful and business-like fashion, and group members were focused.
Multiple of 3	The subject matter presentation in the song provided the minimum amount of information required to understand the material at hand. The class could hear the material being presented, but the musicians may have required prompting on one or two occasions. The performers were independent in setting up and organizing materials. Additional subject and assessment materials were provided. Group members were organized in their individual materials, at least enough that each individual was aware of when the time had come for their contribution. Group contributions were reasonably equal.
Multiple of 2	The subject matter presentation in the song was nearly complete in terms of information presented, although it may have been somewhat unfocused. The presentation may have included some inaccuracies, although these did not significantly interfere with the general gist of the information being provided. Performers may have required assistance with set up and organization. Additional subject and assessment materials may have been incomplete or contained errors. Group members were unfocused or unorganized. Group members may have behaved in a manner that distracted from the presentation, rather than adding to it.
Multiple of 1	Either significant and disturbing inaccuracies, or major gaps in the required information, were evident in the subject matter presentation. Either comprehension of the material or effort into the presentation could be called into question. Perhaps the performance was in some way inappropriate, exceeding established guidelines. Performers may have shown a significant lack of independence in set up and organization. Additional subject and assessment materials may have been lacking or demonstrated serious flaws. Group members interrupted or upstaged each other either without realizing it, or with malicious intent. Behaviour of group members may have represented a total disconnection from the material and the group, or an outrageous disregard for the material and/or the group. Material may have been inaudible.