

# The Music & Language Literacy Skills Test

## (MIENC version 6)

### Tester Version

(adapted for use in the MIENC Learning Laboratory School Network - Scripp 10.17.06)

Purpose of the Test:

This test is designed to measure K-5 students' abilities to demonstrate understanding of musical literacy, musical aspects of language literacy, and of fundamental concepts of literacy shared *between* music and language arts. This test has been used for both students who have studied music and for those who have no musical background. Because each performance item is a problem-solving task that is preceded by a warm-up activity virtually all students, regardless of musical background, are able to provide relevant responses throughout the administration of the test.

This version of the test was developed for MIENC Learning Laboratory School Network (LLSN) sites. This version contains a complete battery of test items that can be adapted by any school interested in music and literacy.

Therefore each site can select which test items are most relevant to their needs and can be administered within practical time limits and according to their purposes. For example some schools may omit the language literacy portion because they are only interested in music literacy assessment. Other schools may wish to focus on the rhythm examples to the exclusion of pitch.

In addition the questionnaire and reflection questions can be administered separately from the performance test items and/or the rhythm and pitch sections can be tested at different times.

To see how this test has been applied and analyzed in great detail see [The New Ventures Report](http://www.music-in-education.org/docs/MVreport.pdf) (<http://www.music-in-education.org/docs/MVreport.pdf>).

Scoring Considerations:

The assessment key below is to be used for all performance tasks in the Music-Language Literacy Skills Test:

Assessment Key	
<b>1.0</b>	<b>Ground Zero. Show no understanding of the concept presented</b>
<b>1.5</b>	<b>Show some understanding of the concept, but has difficulty applying it to the task.</b>
<b>2.0</b>	<b>Beginning. Sometimes accurate in simple tasks.</b>
<b>2.5</b>	<b>Sometimes accurate in medium level tasks.</b>
<b>3.0</b>	<b>Developing. Accurate in simple tasks, often accurate in medium tasks.</b>
<b>3.5</b>	<b>Accurate in medium tasks, some accuracy in difficult tasks.</b>
<b>4.0</b>	<b>Secure Mostly accurate in medium tasks, often accurate in difficult tasks.</b>
<b>4.5</b>	<b>Accurate in difficult tasks.</b>
<b>5.0</b>	<b>Mastery. Virtually always accurate, fluent, and often gives indication of advancement beyond task.</b>

Scoring notes:

- Test may be administered in sections (rhythm separate from pitch tasks) especially for kindergarteners and kids having trouble staying on task. Questionnaire and reflection questions may be done at another time as well.
- Reliability of data collection depends on conservative scoring of performance (i.e., if there is any question as to a scoring level, take the lower score) regardless of grade level or background.
- A decimal rating registered between whole numbers conveys progress towards the next categorical level.
- Keep in mind that a score of 5 requires evidence of the student being able to respond to advanced performance beyond that specified in the task (e.g., high speed response, more complex tasks improvised by the tester, combining task items together, high degree of sophistication in reflective remarks or self assessment, etc.). Furthermore a student can only qualify for higher scores when achieved strictly within the time allotted for the task.

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Duration: 2-4 mins.

**Optional Preliminary Questions (can be done separately):**

(Questions are designed for providing background information on each student's familiarity and comfort talking about music, music learning, and music's place in their life experience.)

We want to know about the importance of music in your life.

1. How often do you listen to music?
2. Do you sing along with recorded music? Do you sing with others?
3. What is your favorite music to listen to? Why?
4. Can you sing or hum a favorite song? Is this easy to do or hard? Why?
5. What is your family background with respect to music? Who plays music in your family?
6. Do you play or sing music at home? At School? Somewhere else?  
Do you play music with others? By yourself? How often?
7. Do you know how to play a musical instrument? Please list instruments you have played and when you started.
8. Have you had lessons in playing an instrument? Or Singing? Or Music Reading?
9. About how long have you studied music? About how many lessons have you had?
10. Can you read music? Can you write music? How did you learn to do this?
11. Do you make your own music or write down music on your own? Please describe how you do this.
12. What does music mean to you?
13. How do you feel about music when you listen to it?
14. How do you go about performing or making up music?
15. What do you think is the most important purpose of music while at home? While watching a movie? When listening to the radio? While at school?

## PART I: RHYTHM (MUSIC AND LANGUAGE TASKS 1-6)

*Duration: 3-4 mins.*

### 1A. Rhythmic Orientation Music Literacy Task (Differentiate Rhythm Pattern and Pulse): Listen to the rhythm pattern and find a steady beat.

(organization of rhythm patterns through pulse; differentiate rhythm patterns from pulse)

#### **Finding the Pulse:**

**Introduction:** First ask the student to keep a steady pulse (something that doesn't change) while the tester demonstrates how patterns can fit on a steady pulse. Next the tester keeps a pulse while the student makes up patterns that fit with the pulse.

**The Task:** Ask the student to close his/her eyes. While you clap the following rhythms, have the student indicate the pulse/beats by clapping. If s/he is successful, change the tempo twice more (slower and faster), and each time have the student find the pulse. Tester asks, "Did you find the pulse or did you copy my pattern? If you copied my pattern, let's try it one more time!"

Warm-up Example:



Follow-up Examples:



If student does well go on, otherwise skip:



**Scoring the task:** When scoring, consider number of attempts required to find an organized pulse and the ability to differentiate rhythmic patterns from the pulse. A high score can be given if the student finds a beat quickly in each of the 3 conditions and adapts various beat schemes to the rhythm patterns in different tempos. The highest score requires the tester having the time to ask for determining the beat of more complex combinations of items, improvised syncopated items, unsolicited sophisticated reflections on the process or self assessment, etc.

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Duration: 2-3 mins.

***IB. Optional Language Literacy Application (Differentiate Rhythm Pattern and Pulse of Words): Listen to the word-syllable patterns and find a beat that organizes the sounds from the words.***

Have the student listen to the word patterns spoken by the tester and find a way to organize each word through steady clapping.

**The Task:** Ask the student to close his/her eyes. After the tester says the words in natural speech (without conveying the pulse of the words with accents or tapping beats) in the warm-up example, the student claps the pulse/beat that organizes the word/syllable patterns into beats. The tester should change the speech tempo twice more (slower and faster), and each time have the student find the pulse. Finally, the student reads the words and claps the beat independently in different tempos. Tester asks, “When you read the words, did you clap the rhythm of the words, or did you clap the beat that goes with the words? If the student is not successful the task is repeated.”

Next the student is challenged to independently read out loud the following three scored examples while clapping the pulse (if the student cannot read the words, the tester can say the words in natural speech, pause, and then the student can proceed with the task). Tester asks, When you read the words with clapping, did you clap the rhythm of the words, or did you clap the beat that goes with the words? If you clapped the pattern of the words let’s try it one more time!

*Warm-up Example:*

**Zoo, Zoo, Zoo, Monkey**

*Scored Examples:*

**Zoo, Zoo, Monkey, Zoo  
Monkey, Zoo, Monkey, Zoo**

*If student does well go on, otherwise skip:*

**Zebra, Alligators, Hippos, Too**

**Scoring the task:** When scoring, consider number of attempts required to find an organized pulse and the ability to differentiate speech patterns from the pulse. A high score can be given if the student finds a beat quickly in each of the 3 conditions and adapts various beat schemes to the speech patterns in different tempos. The highest score requires the tester having the time to ask for determining the beat to combined or more complex combinations of words, unsolicited sophisticated reflections on the process or self assessment, etc.

Duration: 2-3 mins.

## 2A. Music Literacy Task (Rhythm Pattern Memory):

**Listen to the rhythm pattern with eyes closed and clap it back.**

(imitate, echo rhythm patterns)

**The Task:** Clap the following rhythms (one measure at a time), having the student listen first with eyes closed, then echo each one. Tester asks, “Did you clap back my clapping pattern? If you are not sure, let’s try it one more time!”



*If student does well go on, otherwise skip:*



**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 measures, fluency of response, and increasingly quick or adaptation to difficult tasks. Thus, when scoring, consider the student’s ability to keep the pulse and accurately reproduce what they have heard. Higher scores should be given to a student who is able to alternate between listening and repeating what they have heard without stopping or losing beats. Highest score requires combining patterns and/or more complex, syncopated items, unsolicited sophisticated reflections on the process or self assessment, etc.

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*Duration: 2-3 mins.*

**2B. Optional Language Literacy Application (Memory of Word Syllable Patterns): Listen to the word patterns with eyes closed and clap back the patterns of syllables.**

**The Task:** First the student listens to a natural speech pattern with eyes closed. Then the student is challenged to clap the patterns (all the sounds and not the beat) of the words they hear without saying the words out loud. Tester asks, “Did you clap the patterns of the words you read? If you are not sure, let’s try it one more time!”

Warm up:

**Zoo, Zoo, Zoo, Monkey**

Scored items

**Zoo, Zoo, Monkeys, too**

**Zoo, Zebras, Hippos, too**

*If student does well go on, otherwise skip:*

**Zoo, Monkeys, Buffalo, too**

**Zebra, Alligators, Monkeys, Zoo**

**Scoring the task:** As with the previous task, the overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 measures, fluency of response, and increasingly quick adaptation to difficult tasks. Thus, when scoring, consider students’ ability to keep the pulse and accurately reproduce what they have heard. Higher scores should be given to students who are able to alternate between listening and repeating what they have heard without stopping or losing beats. Highest score requires clapping back combined patterns, unsolicited sophisticated reflections on the process or self assessment, etc.

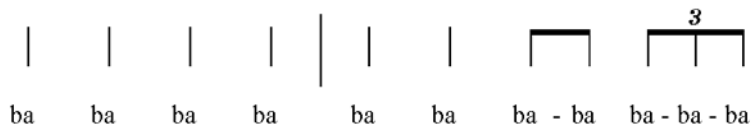
Duration: 2-3 mins.

**3A. Music Literacy Task (Rhythm Reading from Notation):**  
**Read (Clap) the rhythm patterns from stick notation.**

**Rhythm Reading Warm-up:** In the warm-up, the tester demonstrates to the student how rhythm reading works with stick notation in the items below. At any point in the warm-up, the tester can explain that the “stick notation” system is designed to reveal the patterns of clapping that fit into a steady pulse. The differences in the symbols (1,2,3, or 4 sticks) indicate “how many sounds are contained within each beat.”

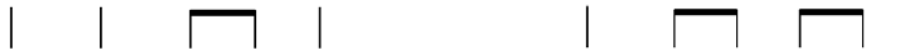
Next, the tester demonstrates how to read the notation saying “ba” and tapping to keep the pulse. The student then is encouraged to try out the notation system that the tester demonstrated. First, by saying “ba’ while tapping the beat. Finally the student is challenged to just clap the pattern of the sounds on each beat.

Tap beats:



**Rhythm Reading Task:** Next the student is challenged to clap through each of the rhythm patterns notated below independently. The student performs one measure at a time (cover the other measures with a blank piece of paper if the child seems overwhelmed). Tester asks, “Did you clap the pattern that is written down? If you are not sure, let’s try it one more time.”

Just Clap:



If student does well go on, otherwise skip:



**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 measures, fluency of response, and increasingly quick adaptation to difficult tasks. Thus, when scoring, consider the student’s ability to keep the pulse and accurately reproduce what they have heard. Higher scores should be given to a student who is able to alternate between listening and repeating what they have heard without stopping or losing beats. Highest score requires combining the rhythmic patterns together and/or more complex, syncopated items, unsolicited sophisticated reflections on the process or self assessment, etc.

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Duration: 2-3 mins.

**3B. Optional Language Literacy Application (Clapping the Rhythm of Word-Syllables): While reading the words silently, clap the rhythm of the words.**

First, demonstrate to the student how reading words in rhythm works by saying the words below while tapping the beat. Eventually the student is challenged to read the words by only clapping the pattern of the sound of the words without saying the words out loud.

*Warm-up Example*

Clap the rhythm of the words: **Zoo, Zoo, Zoo, Zoo; Zoo, Zoo, Monkey, Buffalo**

Next, the student is challenged to read the word patterns below only by clapping “the rhythm of the words” without saying the words out loud. (N.B., if the student is unsure of a word, the tester can demonstrate the word pronunciation only one word at a time and not in rhythm).

Tester asks, “Did you clap the patterns of the words that you read silently? If you are not sure, let’s try it one more time!”

*Scored examples*

**Zoo, Zoo, Monkey, Zoo**  
**Zoo, Monkey, Monkey, Zoo**

*If student does well go on, otherwise skip*

**Zoo, Monkey, Buffalo, Zoo**  
**Zebra, Alligators, Hippos, Too**

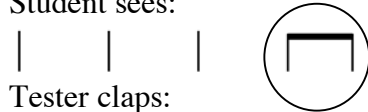
**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 items, fluency of response, and increasingly quick adaptation to difficult tasks. Thus, when scoring, consider the student’s ability to keep the pulse and accurately reproduce what they have heard. Higher scores should be given to a student who is able to alternate between listening and repeating what they have heard without stopping or losing beats. Highest score requires combining and/or more complex words, unsolicited sophisticated reflections on the process or self assessment, etc.

Duration: 3-4 mins.

**4A. Music Literacy Task (Rhythm Reading Error Detection): Listen to the rhythm pattern of the claps performed by the tester while looking at notation and circle the beats that don't match the symbols on the page.**

**Warm Up Task:** Tester demonstrates the task by showing examples of rhythm notation and telling the student that one or more beats may or may not be clapped correctly and it is their job to find the mistake and circle it in the notation. They will have 3 chances to listen and check their work.

Student sees:



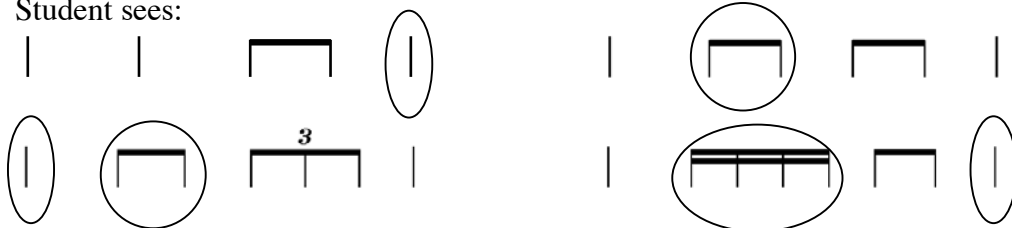
Tester claps:



**Scored Tasks:** Next the student is challenged to check the next four patterns on their own. Tester asks, “Did I clap the rhythm patterns that you read on the page correctly? If you are not sure, you need to mark which ones were not correct. If you are not sure, let’s try it one more time!”

*If student does well go on, otherwise skip:*

Student sees:



Tester claps:



**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 items, fluency of response, and increasingly quick adaptation to difficult tasks, sophistication of remarks about the task or self assessment, etc.

Continued on next page

Duration: 2-3 mins.

**4B. Optional Language Literacy Application (Word Rhythm Error Detection):** Listen to the rhythm pattern of the claps and circle the word/syllable patterns that don't match the clapping by the tester (error detection of word-syllable patterns in relation to music rhythm patterns).

**The Task:** the student is challenged to listen to the clapped rhythms of the words while reading the words to determine if the claps match the syllable patterns of the words. First the student checks the rhythm of the phrase and if the rhythm does not match the word segmentation pattern then the word is circled. Students are given extra credit if they can identify and demonstrate the mistake precisely. Tester asks, "Did I clap the word rhythm patterns that you read on the page correctly? If you are not sure, you need to mark which ones were not correct. If you are not sure, let's try it one more time!"

|        |        |        |

Zoo    Zoo    Monkey Monkey

Next the student is challenged to check through each of the word patterns below to see if they match the amount of claps the tester performs. Incorrect words are circled. Students are given extra scoring credit if they can identify and demonstrate the mistake precisely.

|        |        ┌───┐    ┌───┐        |        |        ┌───┐    |

Zoo    Zoo    Mon - key    Zoo        Zoo    Monkey    Mon - key    Zoo

*If student does well go on, otherwise skip:*

┌───┐    |        ┌───┐    ┌───┐        |        |        ┌───┐    ┌───┐    ┌───┐

Zoo Monkey    Buf - fa - lo    Zoo        Zc-bra    Alli-gators    Mon - key    Too

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 items, fluency of response, and increasingly quick adaptation to difficult tasks, sophistication of remarks about the task or self assessment, etc.

Duration: 3-4 mins.

**5A. Music Literacy Task (Rhythm Dictation of Clapping Patterns):**  
**Write down the clapping pattern that you hear.**

(dictation and verification)

**Rhythm Dictation Warm-up:** The tester claps the items below and challenges the student to write down the clapping pattern. The tester demonstrates that, in order to do this, the student must select symbols appropriate to the sound patterns heard in the two warm-up examples:

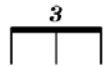


1) four beats that contain only one sound per beat:



2) three beats that contain one sound each and one beat that contain two sounds or 3 or 4 sounds.

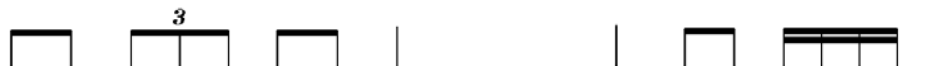
The tester then points out that the stick notations indicate how many sounds are on each beat, and finally demonstrates a 3 sound beat (triplet) and a 4 sound beat (quadruplet).



**Rhythm Dictation Task:** Clap the rhythms below (one measure at a time). Have the student listen to the rhythm with their eyes closed and write down that they heard in the space provided on their test copy. The tester may repeat each measure up to 3 times. Encourage students to check their work by clapping it back. Finally ask the student to listen to the clapping for errors (circled) when the tester claps. Tester asks, “Did you write down the word rhythm patterns that you heard on the page correctly? If you are not sure, let’s try it one more time!”



*If student does well go on, otherwise skip:*



**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 items, fluency of response, number of repetitions required to complete the tasks, increasingly quick adaptation to difficult tasks, unsolicited sophisticated remarks about the task or self assessment, etc.

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(Duration: 2-3 mins.)

**5B. Optional Language Literacy Application (Rhythm Dictation from Word Syllables): Write down the rhythm pattern from words. Say it back and Detect Errors (Word rhythm pattern dictation and verification)**

**Warm-up Task:** The tester demonstrates how stick notation can indicate the sounds of word-syllable patterns in the items below:

**Zoo, Zoo, Zoo, Monkey**

The student is then challenged to listen to word rhythm with eyes closed and then write the stick notation patterns for the following word-syllable patterns. Tester asks, “Did you write down the word rhythm patterns that you heard correctly? If you are not sure, let’s try it one more time!”

**Zoo, Zoo, Monkey, Zoo**

**Monkey, Zoo, Zoo, Monkey**

*If student does well go on, otherwise skip:*

**Monkey, Buffalo, Monkey, Zoo**

**Zoo, Monkey, Alligator, Zoo**

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 items, fluency of response, number of repetitions required to complete the tasks, increasingly quick adaptation to difficult tasks, unsolicited sophisticated remarks about the task or self assessment, etc.

*Duration: 4-6 mins.*

**6A. Musical Literacy Task (Compose and Verify Rhythm Patterns):**  
**Create (compose) two rhythm patterns each with four beats. Have the student describe the rhythm pattern, then clap them back, then check for error detection.**

*(Duration: 2-4 mins.)*

**Rhythm Composing:**

Have the student create their own patterns with a choice of stick notation of 1 beat and/or 2, 3 or 4 beat subdivisions.

Ask the student to compose two pieces and then clap the patterns. Does the pattern add up to four beats? How do you know? How did you know you were clapping it correctly?

After composing the two patterns the tester asks, “What is the difference between the two patterns? Have I clapped the rhythms correctly? How do you know?”

Finally the tester then performs each with one error and challenges the student to find the error.

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the 4 items in terms of fluency of composition, accuracy of performance, and error detection in the performance of the compositions. Higher scores should be given for fluency of response, increasingly quick adaptation to difficult tasks, sophistication of remarks about the task or self-assessment, etc.

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(Duration: 2-4 mins.)

**6B. Optional Music-Language Application (Set Words to Rhythm):**  
***Create words to fit with the rhythm patterns below. Say the words while tapping the beat to show how they fit the rhythm pattern.***

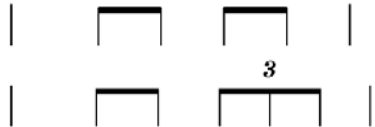
Score for match of syllables to notation, ability to think of words that fit, and performance of the patterns.

Warm-up:



Scored

Items:



After composing the two patterns the tester asks, “How do you know the words fit the rhythm patterns? What is the difference between the two patterns? Have I clapped the rhythms correctly? How do you know?”

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including the average of the scores for each of the four items in terms of fluency of composing, accuracy of fit of words with rhythms, performance of compositions, and error detection. Higher scores should be given for fluency of response, increasingly quick adaptation to difficult tasks, unsolicited sophisticated remarks about the task or self assessment, etc.

## **PART II: Pitch (Pitch and Language Tasks 7-13)**

### **7A. Pitch Singing Orientation Music Literacy Task (Sing a Familiar Song):**

#### **Sing your favorite song!**

***(Row your Boat, Hot Cross Buns, ABC song, etc.)***

*(Duration: 2-3 mins.)*

**Perform a song of choice:** Ask the student to sing their favorite song. After hearing the song, the tester asks the student to sing it again with a starting note from a bell set, marimba, or keyboard. Tester should play and sing the tonic whenever demonstrating the pitch. If necessary, tester should demonstrate how to sustain a random pitch and slide the voice down to match pitch on the bells. Tester asks, “How do you know that you sang the song the way it is supposed to go?”

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including accuracy of fit of rhythms, pitch accuracy, maintaining the tonic reference (key), phrasing, and performance fluency. Highest scores for speed of response, willingness to perform the song in different ways, sophistication of remarks about the song, self assessment, etc.

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**7B. Optional Language Literacy Task Application (Singing Diction, Phonemic Awareness): Learn I Like to Eat Apples and Bananas with vowel changes.**

(Duration: 3-4 mins.)

**The task:** Tester sings the first 2 phrases of the song allowing time for the student to sing it back. Tester should play the tonic on a bell set to match the starting pitch (middle C) whenever necessary. Tester should demonstrate how to sustain a random pitch and slide the voice down to match pitch on the bells. Students can be allowed several tries before learning the song (in the key of C (beginning on the note E). After learning the song with standard lyrics, students are challenged to sing the words with different long and short vowels.

*Standard Rendition of the Song:*



Musical notation for the standard rendition of the song. The melody is written on a single staff in treble clef with a common time signature. The lyrics are: I like to eat, eat, eat ap - ples and ba - nan - as.



Musical notation for the standard rendition of the song. The melody is written on a single staff in treble clef with a common time signature. The lyrics are: I like to eat, eat, eat ap - ples and ba - nan - as.

*The song with different vowel changes (long and short):*



Musical notation for the song with different vowel changes. The melody is written on a single staff in treble clef with a common time signature. The lyrics are: I like to oat, oat, oat oh - ples and boh - nohn - ohs.



Musical notation for the song with different vowel changes. The melody is written on a single staff in treble clef with a common time signature. The lyrics are: I like to oat, oat, oat oh - ples and boh - nohn - ohs.

Tester asks, “How did you learn the new song? How do you know how to change the sound of the vowels in the song?”

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including accuracy of fit of word diction, rhythms, pitch accuracy, maintaining the tonic reference (key), phrasing, and performance fluency. Highest scores for speed of response, willingness and ability to perform the song with different vowels, sophistication of remarks about the composition, self assessment, etc.

(Duration: 1-2 mins.)

**8A. Musical Literacy Task (Pitch Matching):**  
**Listen to the voice and bells, then sing the note you heard.**

**Matching Pitch:** Warm up by playing/singing “do” (middle C) on the neutral syllable “du” and having the student match the pitch. If they are having trouble matching the pitch, as in the previous task, slide into and hold the note until they tune with it (using hand signals and vocal warm-ups if necessary). Then repeat the same note with a shorter duration to see whether they can match it in the absence of a sustained pitch.

Play and sing the following scale degrees (one at a time) on the neutral syllable “du” and have the student match each pitch: **C, G, A, D, F, E.** Play each tone once, but allow for two tries. Make a tally of correctly and incorrectly matched pitches, then give an overall score based on the outcome. Tester asks, “How do you know you have matched the pitch correctly? If you are not sure, you can try it one more time!”

Please note, occasionally using the key of C does not work comfortably for the child. If so, then change to another key.

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including pitch accuracy, maintaining the tonic reference (key), and performance fluency. Highest scores for speed of response, willingness and ability to match other pitches, sing strings of large pitch intervals, sophistication of remarks about the composition, self assessment, etc.

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(Duration: 1-2 mins.)

**8B. Optional Language Literacy Application: Listen to, then match the sung word-syllables-phonemes: Sing the same pitches on the following phonemes:**

Task: Say the word first, then simultaneously sing and play the following words and have the student match the pitch, one at a time. Tester asks, “How do you know that you have matched the word correctly? If you are not sure, let’s try it one more time!”

**Row, Pie, Moo, Ba...by, Raw, Ca...t, Alligator**

**C G A D F E C**

**Scoring the Task:** The overall score for this task should be a judgment that considers various factors including diction, phoneme accuracy, pitch accuracy, maintaining the tonic reference (key), and performance fluency. Highest scores for speed of response, willingness and ability to match other word pitches, sing a sequence of pitched words in intervallic leaps, sophistication of remarks about the composition, self assessment, etc.

Duration: 2-3 mins.

**9A. Musical Literacy Task (Perception of Pitch Comparison)**  
**Sing/Play Pitch Interval (with bells and syllable ‘doo’) and ask:**  
**Which note is higher? Which is lower?**

**Task:** First demonstrate what is meant by high and low pitches by showing pitch intervals on the bell set (positioned vertically from high to low) and ask which note was higher, which was lower. . If the student appears confused by the question, ask if the notes went up or down? Next have the student close his/her eyes and re-play/sing the pairs of pitches.

If additional explanation is needed, sing scale degrees with numbers: 1-2, then 5 -1 while playing the notes and have the child identify which pitch was higher which was lower.

Once understanding is reaching through the visualization of the task, ask the student to close his/her eyes and listen while you play (and sing) two pitches and have the student identify which pitch was higher or lower.

Once the task is understood, play/sing the following 5 pairs of pitches. Each time Tester asks, “Is the first pitch higher or lower? Does it go Low-High, or High-Low.” After student answers, tester asks, “Are you sure of your answer? If you are not sure, I can play it one more time!”

**Ask: Is the first pitch higher or lower? Play 5-1 (G-C or Sol-Do)**

**Ask: Is the first pitch higher or lower? Play 5-6 (G-A or Sol-La)**

**Ask: Is the first pitch higher or lower? Play 3-6 (E-A or Mi-La)**

**Ask: Is the first pitch higher or lower? Play 7-4 (B-F or Si-Fa)**

**Ask: Is the first pitch higher or lower? Play 1-8 (C-high C or Do-high Do)**

**Ask: Is the first pitch higher or lower? Play 4-3 (F-E or Fa-Mi)**

**Scoring the Task:** Make a judgment by considering the average of correct answers and fluency with the task. Correctly and quickly identifying all pairs constitutes at least a score of 4.0. If the student does this very quickly, repeat task having the child sing back the patterns for a score of 4.5 or 5.

*Continued on next page*

**9B. Optional Language Application (Compare Sung Word-Syllables):  
Which sung word or syllable is sung higher or lower?**

(Duration: 2-3 mins.)

Repeat the task using words (say the word or word phrase before singing). Tester asks, "Are you sure of your answer? If you are not sure, I can play it one more time!"

**Go Ho...me (5-1), (Was the first pitch higher or lower?)**  
**Ze-bra (5-6), (Was the first pitch higher or lower?)**  
**Run-ning (3-6), (Was the first pitch higher or lower?)**  
**Fa...r (7-4), (Was the first pitch higher or lower?)**  
**Gi-raffe (1-8), (Was the first pitch higher or lower?)**  
**Slee-ping (4-3). (Was the first pitch higher or lower?)**

**Scoring the Task:** Make a judgment by considering the average of correct answers, fluency with the task. Correctly and quickly identifying all pairs constitutes at least score of 4.0. If the student does this very quickly, repeat task having the child sing back the word syllable patterns for a score of 4.5 or 5.

Duration: 1-2 mins.

**10A. Musical Literacy Task (Melodic Memory):**  
**Listen to a note pattern melody, then sing it back.**

**Tonal memory task:** Ask the student to listen while you sing and play each melody, then sing exactly what they heard (like an echo) on the syllable “du”. Present the melodies one at a time. Tester asks, “Are you sure you have sung the notes back correctly? If not, you can listen and try one more time!”



*If student does well go on, otherwise skip:*



**Scoring the Task:** In scoring, consider student’s accuracy in pitch and rhythm and his/her ability to maintain tonality. Make a judgment by considering the average of correct responses, fluency with the task. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. Mark incorrect pitches by circling them on the examples printed on the students score sheet. If the student accurately returned to the tonic underline the final note in the example on the scoring sheet.

If the student does this very quickly, the highest score can be achieved by having the child sing back combined sequence of melodic patterns, sophistication of reflection on reading processes, self-assessment, etc.

*Continued on next page*

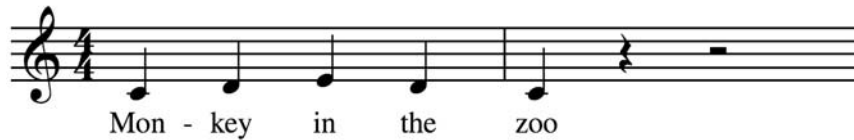
## 10B. Optional Language Literacy Application (Melodic Memory with Words):

(Duration: 1-2 mins.)

### Listen to a sung word pattern, then sing it back.

**Tonal memory task:** Ask the student to listen while you sing and play each melody, then sing exactly what they heard (like an echo) with the words. Present the melodies one at a time. Tester asks, "Are you sure you have sung the notes and words back correctly? If not, you can listen and try one more time!"

Sing the melodies with the following words:



*If student does well go on, otherwise skip:*



**Scoring the Task:** In scoring, consider student's accuracy in diction, pitch and rhythm and his/her ability to maintain tonality. Make a judgment by considering the average of correct responses, fluency with the task. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. Mark incorrect pitches by circling them on the examples printed on the students score sheet. If the student accurately returned to the tonic underline the final note in the example on the scoring sheet. Mark incorrect words as well.

If the student does this very quickly, the highest score can be achieved by having the child sing back combined sequence of melodic patterns with words, sophistication of reflection on reading processes, self assessment, etc.

Duration: 2-3 mins

# 11A. Musical Literacy Task (Melody Reading): Sing note patterns from matrix notation (using scale degree numbers).

**The Task:** First familiarize the student with the pitch matrix and describing with some detail how it works. Warm up with the students singing simple number patterns (the warmup example).

Next, have students sing each melody (using the numbers or the syllable la) and describe his/her strategy for reading the notes in each of the phrases below. After completion of the task, tester asks, "Did you sing the words as they are arranged in the matrix? If you are not sure, try one more time!"

*Warm-up*

5				5				
4			4		4			
3		3				3		
2	2					2		
1	1							1

					3
	2			2	
1		1			

*Scored items*

5				
4				
3		3		
2	2		2	
1	1			1

				3
	2		2	
1		1		

*If student does well go on, otherwise skip*

5						
4						
3		3		3	3	
2	2					
1	1		1			1

						5	
					4		
			3				
	2						
1		1		1			1

**Scoring the Task:** In scoring, make a judgment by considering the number of correct responses, fluency with the task. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. If the student does this very quickly, the highest score can be achieved by having the child sing back a combined sequence of the melodic patterns. If the student does this very quickly, the highest score can be achieved by having the child sing back a combined sequence of melodic patterns, sophistication of reflection on reading processes, self assessment, etc.

*Continued on next page*

(Duration: 1-2 mins.)

**11B. Optional Language Literacy Application (Singing Melodies with Words from a Matrix): Read the following words as indicated on the pitch matrix chart** (read words, sing numbers, sing words)

**The Task:** Have students sing each melody while reading the words on the matrix and describe his/her strategy for reading the notes in each of the phrases below. Students can read the words first aloud if they need to. Tester Asks, “Did you sing the words as they are arranged in the matrix? If you are not sure, try one more time.”

*Warm-up*

5					No									
4				Go		No								
3			Go					No						Go
2		Go							No					
1	Go												No	

														Go
		Go							No					
	No		No											

*Scored items*

5														
4														
3				Go										Fast
2		Go			Go					Cat		Run		
1	Cat					Home				Go		Cat		

*If student does well go on, otherwise skip*

													you	
													where	
													place	
	You	Sleep-												be
Are				ing	Bro-									long

		to the												
Go														

**Scoring the Task:** In scoring, consider student’s accuracy in pitch and his/her ability to maintain tonality. Make a judgment by considering the number of correct responses, fluency with the task. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. If the student does this very quickly, the highest score can be achieved by having the child sing back a combined sequence of melodic patterns, demonstrate sophistication of reflection on reading processes, self assessment, etc.

(Duration: 2-3 mins.)

## 12A. Music-Language Literacy Task (Melodic Contour Composition): Use Blocks to Shape and Sing Contour Patterns of Letters, Words

**Task:** Arrange letter blocks (or other manipulatives, e.g. coins, cubes, checkers) in a straight line and then show the student how to manipulate the placement of the blocks to conform to the contour of the melody of the “ABC Song” (to the melody of Twinkle, Twinkle Little Star). The student sings the contour of the song as the tester alters the placement of the letters to test for reading contour patterns that do not conform to the standard tune. Tester asks, “Did your singing match the pattern of the blocks? If you are not sure, try it one more time!”

For example, the letters of the ABC song could be arranged as follows:

From:

A B C D E F G

To:

D

C

A B E G

F

*Tester should skip next section if either the student does not know the song or if the student had trouble with the first part*

Next the tester puts the blocks in a straight line and asks the student to arrange the block in order to sing the words “Rain , Rain, Go Away, Come Again Some Other Day. The student begins (as before) by singing the words with one repeated pitch.

Throughout these tasks the student is challenged to arrange the words to conform to the way they would sing the melody they think goes with the words. Students are challenged repeatedly to demonstrate how the contour of the singing corresponds to changes in the contour of the words and what effect the contour has on the feeling of the words. The student can check the testers version of the changes in contour for errors as well.

**Scoring the Task:** In scoring, consider student’s accuracy in pitch and his/her ability to maintain tonality while matching words with the block patterns. Make a judgment by considering the responsiveness, flexibility and fluency with the task. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. If the student does this task with considerable proficiency, the highest score can be achieved by having the child sing back a longer sequence of melodic patterns, demonstrate sophistication of reflection on reading processes, self assessment, etc.

Duration: 2-3 mins

**13A. Optional Musical Literacy Task (Melody Reading): Read melodic patterns from standard music notation** (ONLY for students who scored above 1.5 in the previous melody reading from matrix task; enter a score of 1.5 or 1.0 on this task for students not attempting this task)

**Task:** Ask the student to read songs they have previously attempted in standard notation one at a time. Tester asks, “Did your singing match the pattern of the notation? If you are not sure, try it one more time!”

Discontinue the task after 2 consecutive failures.

*on the syllable la*



*If student does well go on, otherwise skip:*



**Scoring the Task:** When scoring, consider student’s accuracy in pitch and rhythm and his/her ability to maintain tonality. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. Mark incorrect pitches by circling them on the examples printed on the students score sheet. If the student accurately returned to the tonic underline the final note in the example on the scoring sheet. If the student does this task with considerable proficiency, the highest score can be achieved by having the child sing back a longer sequence of melodic patterns, demonstrate sophistication of reflection on reading processes, self assessment, etc.

Duration: 2-3 mins

### 13B. Optional Language Literacy Application: Sing the melodies with words in standard notation

Task: say words, then sing words as written. Tester asks, “Did your singing match the pattern of the notes and words? If you are not sure, try it one more time!”



*If student does well go on, otherwise skip:*



**Scoring the Task:** When scoring, consider student’s accuracy in diction, pitch and rhythm and his/her ability to maintain tonality. If pitches are inaccurate, some degree of credit may be given for correct rhythm and maintaining the correct contour. Mark incorrect pitches or words by circling them on the examples printed on the students score sheet. If the student accurately returned to the tonic underline the final note in the example on the scoring sheet. If the student does this task with considerable proficiency, the highest score can be achieved by having the child sing back a longer sequence of melodic patterns with words, demonstrate sophistication of reflection on reading processes, self assessment, etc.

**Optional Reflection Questions:** (can be done separate from performance tests)  
Questions provide contextual information concerning test response, self assessment and ability to articulate concepts relevant to music and language literacy, and their possible connection as demonstrated on this test.

**What do you like most about music?  
Clapping? Singing? Reading?  
Why?**

**How is music reading like language reading?**

**How is music writing like language writing?**

**(Rate for degree of articulation as evidence of understanding of musical concepts, self assessment, enthusiasm for music as something worth doing...)**

1	2	3	4	5
non responsive	general, undetailed response	some detail, multiple responses	detailed relational, statements	