



# North Kingstown High School Anchor Assignment Assessment Plan

**Department: FINE ARTS**

**Name of Course: MUSIC THEORY 1**

**“Title” of Anchor Assignment  
MUSIC THEORY ANCHOR**

**What are students asked to do/create/write/present to complete this assignment?**

Students are told to write a 16 measure example of music with set criteria. They must follow the directions step by step. The assignment will show their knowledge of note values, note reading, time signatures, key signatures, intervals, ledger lines, accidentals, and other important aspects of notation.

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**GSE(s) Covered by this Assignment:**

M1 (9-12) 1; M4 (9-12)-1;

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**NKHS Expectation(s) for Student Learning Covered by this Assignment:**

**#6 – Problem Solving; #8 – Arts & Culture**

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## **Problem Solving**

### **Depth of Knowledge (Check one)**

\_\_\_\_\_ **Level 1**- Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_\_\_ **Level 2**- Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include "classify," "organize," "estimate," "make observations," "collect and display data," and "compare data." These actions imply more than one step.

\_\_\_**XX**\_\_\_ **Level 3**- Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_\_\_ **Level 4**- Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? Yes \_\_\_\_\_ No \_\_\_XX\_\_\_**

**How will this anchor assignment be graded and weighed in the overall grading?**

It is a test grade. It will be included in the second quarter grade.

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### **Outline the opportunities for students to revise their work.**

Students who do not score well because they do not understand the concepts will be able to stay after school and receive extra help from the instructor. The grade will not be changed, but the anchor assignment will be improved.

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