

# Portfolio Planning Worksheet:

Teacher Name: Elementary Teacher  
Campus: Prodigy Elementary School

Date: 12/20/2025  
Course: 3<sup>rd</sup> Grade Music

## Part A: Curricular Content Focus

1. What are the most important skills I develop in students through this course?  
(In your own words)

In this course, students will develop the ability to analyze and categorize diverse musical sounds, recognize and identify various musical forms, and appreciate music from a range of genres, styles, periods, and cultures. Students will also build performance skills by singing or playing music representative of American folk traditions and local cultures. These skills cultivate cultural awareness, creativity, and teamwork, influencing students beyond the classroom by enhancing their appreciation for diversity and their ability to connect with others.

2. Where are my students actually with respect to these skills upon entering my class?  
(How will I know?)

Upon entering my class, students typically have varied levels of exposure to music, with some having minimal formal training. Many are unfamiliar with musical categorization, forms, and performance techniques, especially those tied to cultural and historical context. Most students will need foundational instruction to develop listening skills, recognize musical forms, and build confidence in performing music independently or in groups.

3. Based on where my students actually are with these skills, where should they be at the end of the course if I provide effective instruction?

By the end of the course, students should confidently identify and categorize musical sounds across instrument families and cultures, recognize and label small and large musical forms aurally, and perform a varied repertoire of music, including American folk and culturally representative songs, either independently or in groups. They should also demonstrate an understanding and appreciation of music from diverse genres, styles, periods, and cultures.

## Part B: TEKS Selection and Justification

1. **List the TEKS** to include in student portfolios to measure their growth. Include those that “persist throughout the course and that have transferability – the knowledge and skills that not only lead to success in the current course but that have lifelong application.”
2. **Explain the importance of these TEKS.** How do these skills persist or transfer to other life experiences?

TEKS #	§117.112 Music, Grade 3; b1(B), b1(D), b3(B), b5(B) <a href="#">Texas Administrative Code</a>
<b>b1(B)</b>	<b>b1(B)</b> categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.
<b>b1(D)</b>	<b>b1(D)</b> identify and label small and large musical forms such as ABAC, AB, and ABA presented aurally in simple songs and larger works.
<b>b3(B)</b>	<b>b3(B)</b> sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in group
<b>b5(B)</b>	<b>b5(B)</b> identify music from diverse genres, styles, periods, and cultures
<b>Justify or Explain the importance of these TEKS:</b>	Developing these skills helps students grow both musically and culturally. When student learn to categorize sounds, recognize musical forms, perform different types of music and explore songs from various cultures and times periods, they gain more than just musical knowledge – they learn to see music as a way to connect with history and people. These experiences initiate creativity, build teamwork, and foster an appreciation for diversity.

## Part C: TEKS Breakdown & Planning for Rubric Assignments/Projects/Performances

In column 1, list the TEKS again, and for each one, describe in your own words the actions students are asked to perform. In column 2, list what assignments/projects/performances you will have students complete in order to demonstrate their skill level with these TEKS. Include examples of the artifacts or evidence that you will include in the portfolio to demonstrate the knowledge and skill.

TEKS for Portfolio (and what students need to be able to do to demonstrate)	Planned Projects/Assignments (and how you will use as evidence)
<b>b1(B)</b> categorize and explain a variety of musical sounds, including those of woodwind, brass,	<b>b1(B) Musical Instrument Sound Book:</b> Students will need to draw a picture of a woodwind, brass, string, and percussion

<p>string, percussion, and instruments from various cultures.</p> <p><b>TEK b1(B):</b> Students need to categorize instruments into families like woodwind, brass, string, and percussion, describe their unique sounds, and create visual representation. They will also present one instrument to the class, explaining its family and sound.</p>	<p>instrument, label its family, and write a short sentence describing its sound.</p> <p><b>Evidence:</b> The completed sound book, along with a class presentation where students share one instrument from their book and explain its sound, will demonstrate their ability to categorize and explain a variety of musical sounds.</p>
<p><b>b1(D)</b> identify and label small and large musical forms such as ABAC, AB, and ABA presented aurally in simple songs and larger works</p> <p><b>TEK b1(D):</b> Students will correctly identify the different forms like AB, ABA, and ABAC, and use visual elements to represent each form on their sound maps. They will be able to explain their reasoning behind their visual choices, showing their understanding of how musical forms are structured.</p>	<p><b>b1(D) Musical Form Sound Map:</b> Students will listen to excerpts from simple songs and larger works that contain different musical forms such as AB, ABA, ABAC. Each student will receive a poster with an excerpt from the music. Using colored markers or paint, they will draw a visual representation of each form on their poster.</p> <p><b>Evidence:</b> Each student’s completed sound map, along with their written explanations describing their choices for each form, will be collected. Students will submit digital photos of their sound maps.</p>
<p><b>b3(B)</b> sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in group</p> <p><b>TEK b3(B):</b> Students need to carefully listen to each folk song, accurately identify the instruments used, and correctly write down the song title and composer. They should be able to connect each song with its historical and cultural context, showing their understanding of American folk music traditions.</p>	<p><b>b3(B) Folk Song Listening:</b> Students will complete a listening assessment that includes 15 American or local cultures folk songs. They will listen to each song, identify the instruments they hear, and write down the name of the song and the composer.</p> <p><b>Evidence:</b> The completed worksheets will be collected for review. This will allow the teacher to assess the students’ ability to recognize different instruments and identify American folk song and local cultures folk songs titles and composers.</p>
<p><b>b3(B)</b> sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in group</p> <p><b>TEK b3(B):</b> Students need to choose a variety of American and local folk songs, use visual elements to represent them, and explain how</p>	<p><b>b3(B) Music Collage:</b> Students will create a collage using American folk songs and folk songs from their local culture. They will use images, drawings, or printed materials to represent these songs visually on a collage. Each student will provide a brief written explanation of how each song reflects its cultural background, both American and local.</p>

each song reflects its cultural context. They should be able to articulate the historical and cultural connections between the songs and their heritage, showing their understanding of both American and local folk music traditions.

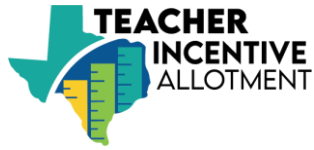
**Evidence:** The completed collages and written explanations will be collected for assessment. This will allow the teacher to review how well students understand and can communicate the cultural significance of each song.

**b5(B)** identify music from diverse genres, styles, periods, and cultures

**TEK b5(B):** Students need to carefully select music that accurately represents the cultural diversity they are studying. They should be able to connect each piece to its historical and cultural context and explain the significance of these traditions.

**b5(B) Cultural Music Playlist and Presentation:** Students will create a playlist that includes a variety of music pieces from different genres, styles, and periods within the United States and their local cultural heritage. They will choose 5-7 songs that represent these cultures, providing a brief description for each that includes the genre, style, and cultural origin. Students will compile these songs into a digital playlist or physical music mix with a written track list.

**Evidence:** The playlists, along with a digital or physical copy and a brief written reflection for each song, will be collected for assessment. Each student's reflection should explain how the chosen music represents its cultural background, and how these pieces connect to the history and traditions of both the US and their local culture.



### Part D: Portfolio Rubric Design

Standards and Projects	Significantly Limited Proficiency	Limited Proficiency	Partial Proficiency	Proficient	Advanced
Place <b>standards</b> used and a <b>project description</b> here.	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>beginning</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>developing</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>somewhat proficient</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting a <b>proficient</b> level of performance	<b>Detailed</b> description of <b>identifiable</b> performance characteristics reflecting an <b>advanced</b> level of performance
Course Name: Elementary Music					
<b>b1(B)</b> Students will need to draw a picture of a woodwind, brass, string, and percussion instrument, label its family, and write a short sentence describing its sound.	No identification of instrument families (woodwind, brass, string, percussion) or incorrect identification, with vague or simplistic sentences describing the sound.	Identified only the woodwind family or instrument families with major inaccuracies (3+ mistakes), with a sentence that is somewhat accurate but lacks specific details.	Identified most instrument families (woodwind, brass, string, percussion) but with several errors (2–3 mistakes), with generally accurate sentence that contains some musical terminology and up to 1 minor mistake.	Accurately identified all instrument families with minimal errors (1–2 minor mistakes), with a specific, clear sentence reflecting the unique qualities of the instrument’s sound, using appropriate musical terminology, with no mistakes.	Detailed, insightful description with all instrument families correctly identified and additional context or connections (0–1 minor mistake), with an exceptional sentence that is well-articulated and rich with musical terminology, demonstrating a

					deep understanding of the instrument's role and significance.
<p><b>b1(D) Musical Form Sound Map:</b> Students will listen to excerpts from simple songs and larger works that contain different musical forms such as AB, ABA, ABAC. Each student will receive a poster with an excerpt from the music. Using colored markers or paint, they will draw a visual representation of each form on their poster.</p>	No correct identification of musical forms (AB, ABA, ABAC) or completely inaccurate visual representation	Identified only one or two forms (AB, ABA, ABAC) incorrectly, with major inaccuracies (4+ mistakes), with vague or simplistic visual representation.	Identified most forms (AB, ABA, ABAC) but with several inaccuracies (3–4 mistakes) or incomplete visual representation.	Correctly identified all musical forms (AB, ABA, ABAC) with some minor mistakes (1–2 mistakes), with clear and appropriate visual representation.	Accurately identified all musical forms (AB, ABA, ABAC) with no mistakes, using appropriate musical terminology, and created detailed, creative, and insightful visual representation.
<p><b>b3(B) Folk Song Listening:</b> Students will complete a listening assessment that includes 15 American or local cultures folk songs. They will listen to each song, identify the</p>	No correct identification of instruments or completely incorrect documentation of the song and composer.	Identified only a few instruments accurately (1–2 mistakes), or identified instruments with major inaccuracies (3+ mistakes).	Identified most instruments but with several inaccuracies (3–4 mistakes), or incomplete documentation of the song and composer.	Correctly identified most instruments with minor mistakes (1–2 mistakes) and documented the name of the song and the composer with minor errors (1–2 mistakes).	Accurately identified all instruments with no mistakes, and the name of the song and the composer correctly.

instruments they hear, and write down the name of the song and the composer.					
<p><b>b3(B) Music Collage:</b> Students will create a collage using American folk songs and folk songs from their local culture. They will use images, drawings, or printed materials to represent these songs visually on a collage. Each student will provide a brief written explanation of how each song reflects its cultural background, both American and local.</p>	Collage lacks images, drawings, or printed materials to represent the songs, or representation is completely inaccurate. No written explanation provided, or it is completely inaccurate.	Used minimal or incorrect images, drawings, or printed materials, and/or did not adequately represent the songs' cultural background (4+ mistakes). Provided a brief written explanation but with significant inaccuracies or lack of detail (4+ mistakes).	Used appropriate images, drawings, or printed materials but with several inaccuracies in representing the songs' cultural background (3–4 mistakes). Explanation reflects some understanding but contains several inaccuracies or lacks depth (3–4 mistakes).	Well-chosen images, drawings, or printed materials clearly represent the songs' cultural background with minor mistakes (1–2 mistakes). Explanation is mostly accurate, demonstrating a good understanding of how each song reflects its cultural background with minor mistakes (1–2 mistakes).	Exceptional use of images, drawings, or printed materials that vividly and accurately represent the songs' cultural background with no mistakes. Exceptional, insightful explanation showing a deep understanding of the cultural background of each song with no mistakes.
<p><b>b5(B) Cultural Music Playlist and Presentation:</b> Students will create a playlist that includes a variety of music pieces</p>	Chose fewer than 2 songs or the songs chosen do not clearly reflect different genres, styles, and periods,	Chose fewer than 5 songs or the songs chosen do not clearly reflect different genres, styles, and periods,	Selected 5-7 songs but does not clearly represent different genres or cultural heritage. Descriptions are basic and lack	Chose 5-7 songs that represent a range of genres, styles, and periods, but may lack cultural depth in one or two pieces.	Accurately selected a diverse range of 5-7 songs that represent different genres, styles, and periods within the United

<p>from different genres, styles, and periods within the United States and their local cultural heritage. They will choose 5-7 songs that represent these cultures, providing a brief description for each that includes the genre, style, and cultural origin. Students will compile these songs into a digital playlist or physical music mix with a written track list.</p>	<p>or cultural heritage. Descriptions are vague, inaccurate, or missing essential details about the genre, style, cultural origin, or historical context. The presentation is unclear, lacks structure, and does not effectively communicate the cultural significance of the music. The playlist is poorly organized with incomplete or missing information.</p>	<p>or cultural heritage. Descriptions are limited or unclear, with missing or inaccurate information on genre, style, cultural origin, or historical context. The presentation lacks organization, confidence, and clarity. The playlist is not clearly organized, and the track list is incomplete.</p>	<p>clarity or depth in explaining the genre, style, cultural origin, or historical context. The presentation has some difficulty explaining the cultural significance or context of the songs and may be less engaging. The playlist is organized but lacks clear organization.</p>	<p>Descriptions include genre, style, cultural origin, and some historical context, but may lack depth. The presentation clearly communicates the cultural significance and context of each song but may lack details. The playlist is organized.</p>	<p>States and their local cultural heritage. Each song is thoughtfully chosen to reflect a specific cultural or musical tradition. Detailed descriptions for each song are provided, including genre, style, cultural origin, and historical context. The presentation is clear, engaging, and confidently communicated, and the playlist is well-organized.</p>
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## Rubric for Texas Portfolio Planning Worksheet

Criteria	Exemplary (4)	Proficient (3)	Developing (2)	Beginning (1)
<b>Curricular Content Focus</b>	Clearly identifies essential skills with a comprehensive understanding of student starting points and desired outcomes.	Identifies key skills and provides a general understanding of student starting points and end goals.	Provides a limited overview of skills, with partial insight into student needs and outcomes.	Lacks clarity in identifying essential skills, starting points, or end goals.
<b>TEKS Selection and Justification</b>	Selects TEKS that persist and transfer, with thorough justification of their importance to lifelong learning.	Selects relevant TEKS with a general explanation of their long-term importance.	TEKS selection shows limited relevance or justification of importance.	TEKS selection lacks relevance or justification of importance.
<b>TEKS Breakdown &amp; Project Planning</b>	Provides detailed descriptions of TEKS and aligns projects/assignments effectively with each standard.	Lists TEKS and aligns projects or assignments with standards, though some descriptions may lack specificity.	TEKS and project alignments are vague or inconsistent, with limited examples of evidence.	TEKS descriptions and project alignments are missing or poorly articulated.
<b>Portfolio Rubric Design - Standards &amp; Projects</b>	Creates well-defined standards with clear performance characteristics across all proficiency levels.	Defines standards with most performance levels described; generally clear but may lack detail in places.	Standards and performance levels are minimally defined, with some levels unclear or missing.	Standards and performance levels are missing or vague, lacking detail across proficiency levels.
<b>Portfolio Rubric Design - Evidence and Artifacts</b>	Selects high-quality artifacts that clearly demonstrate student skill development in relation to TEKS.	Provides relevant artifacts to demonstrate skill development, though some may lack clear alignment with TEKS.	Artifacts are present but may not adequately reflect skill levels or TEKS alignment.	Artifacts are irrelevant, missing, or do not demonstrate skill development in alignment with TEKS.

Total Rubric Score: \_\_\_\_\_

Appraiser Signature: \_\_\_\_\_

<b>Score Total Ranges:</b>			
<b>16 – 20</b>	<b>11-15</b>	<b>6-10</b>	<b>1-5</b>
<b>Exemplary</b>	<b>Proficient</b>	<b>Developing</b>	<b>Beginning</b>
		(Revision Necessary)	(Revision Necessary)