

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Sounds of Music

High School Proficient

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This work references the Washington State Learning Standards in The Arts (<http://www.k12.wa.us/Arts/Standards/default.aspx>).

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Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ◆ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ◆ Inform future teaching practices.
- ◆ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ◆ directions for administration
- ◆ assessment task
- ◆ scoring rubrics
- ◆ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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Overview

This document contains information essential to the administration of *Sounds of Music*, an OSPI-developed arts performance assessment for music (High School Proficient). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ◆ As an integral part of instruction.
- ◆ As a benchmark, interim, or summative assessment.
- ◆ As a culminating project.
- ◆ As an integral part of a unit of study.
- ◆ As a means of accumulating student learning data.
- ◆ As an individual student portfolio item.

Synopsis of *Sounds of Music*

Students demonstrate their understanding of rhythm and dynamics by sight-reading the rhythms, note patterns, and dynamics in eight measures of music with two time signatures.

The student may select the tempo. The student must perform the music without stopping and demonstrate appropriate performance skills.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ◆ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Music by Grade Level* (2017).

Anchor 5 High School Proficient	MU:Pr5.1.H.I	a. Develop and apply criteria to critique individual and small group performances of a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), and create rehearsal strategies to address performance challenges and refine the performances.
Anchor 6 High School Proficient	MU:Pr6.1.H.I	a. Perform with expression and technical accuracy, in individual and small group performances, a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns), demonstrating sensitivity to the audience and an understanding of the context (social, cultural, or historical).

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ◆ copies of the task, including the glossary of terms (one set for each student)
- ◆ copies of the sight-reading exercises (one set for each student)
- ◆ a private performance space for recording, if possible
- ◆ an audio/video recorder

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task and glossary of terms. Make one set of copies for each student.
- ◆ Copy the sight-reading exercises. Assign one to each student (do not assign the same exercise to all students). Give the exercise to the student when the student is ready to begin; collect the exercise at the end of the performance.
- ◆ If possible, visually record each student's performance privately.
- ◆ Give each student two opportunities to perform; be sure to record both performances:
 - Recording setup must be in a defined space where the performer can be seen at all times.
 - Coach the students to face the recorder while performing.
- ◆ Students should be prompted to state the following into the recording device before they begin performing:
 - name/number
 - current grade level
 - chosen tempo
 - exercise to be performed
- ◆ Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- ◆ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **two-day** suggested timeframe:

Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions.
- 30 minutes: Each student has two minutes to view the sight-reading exercise. The student will have two opportunities to perform the exercise; the teacher will visually record both performances.

Day 2

- 45 minutes: Each remaining student has two minutes to view the sight-reading exercise. Each student will have two opportunities to perform the exercise; the teacher will visually record both performances.
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the high school proficient, Washington OSPI-developed arts performance assessment for music. This assessment is called *Sounds of Music*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student's response sheets.

Accommodations

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ◆ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also to the student's individualized education program (IEP) or 504 Plan.

Student's Task

The following section contains these materials for students:

- The student's task: *Sounds of Music* (High School Proficient)
- Assessment rubric
- Exercises

Sounds of Music

Your school district is starting a summer music camp that will teach elementary students about the musical elements *rhythm* and *dynamics*. The camp's director is looking for high school students to teach at the camp. You want to be selected as a teacher for this program.

The camp's director has developed an audition task that will determine whether you will be able to help teach at the camp: The director asks you to sight-read the rhythms, the note patterns, and the dynamics in eight measures of music with two time signatures.

Sight-reading is the ability to read a piece of music you have never seen before. You will be given eight measures of music. You will also need to select a comfortable tempo. You must perform your audition without stopping, and you must demonstrate appropriate performance skills. You will have time to view and prepare your audition before performing for your teacher. You will have two chances to perform the audition.

Your Task

Perform the eight measures of music—

The camp's director explains that you must meet the following requirements when you play the eight measures of music on your band instrument:

- Choose the tempo you will use during your performance.
- Perform the exercise according to the tempo you have chosen.
- Perform the dynamic markings as written in the music, demonstrating distinct differences in volume levels.
- Perform each note and rest with its correct rhythmic value.
- Perform with a steady beat.
- Demonstrate appropriate performance skills:
 - Perform the entire exercise without noticeable interruption.
 - Demonstrate appropriate skills with the instrument.
 - Use proper posture.
 - Maintain focus during the performance.

The camp's director has given you two minutes to prepare the audition task before you perform for your teacher.

Sounds of Music

	4 Points	3 Points	2 Points	1 Point
Performing	<p>The student demonstrates a thorough understanding of rhythm and steady beat by meeting four of the following five requirements:</p> <ul style="list-style-type: none"> ◆ Performs each note according to the chosen tempo. ◆ Performs dynamic markings as written in the music. ◆ Performs each note value and rest with its correct rhythmic value on the 3/4 section, with a steady beat. ◆ Performs each note value and rest with its correct rhythmic value on the 2/4 section, with a steady beat. ◆ Demonstrates appropriate performance skills with the instrument of choice. 	<p>The student demonstrates an adequate understanding of rhythm and steady beat by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of rhythm and steady beat by meeting two of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of rhythm and steady beat by meeting one of the five requirements listed at left.</p>

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Performing Score 4 3 2 1

Sounds of Music

Washington State Classroom Performance Based Assessment

Examples 1

Treble Instruments in C

Treble Instruments in Bb

Treble Instruments in Eb

Treble Instruments in F

Bass Instruments in C

Bass Instruments in C

Revised 07/28/2008

Detailed description: This page contains six musical exercises for treble and bass instruments. Each exercise is a single staff of music in 2/4 time, divided into two 3-measure phrases. The first phrase of each exercise starts with a dynamic marking of *mf* and the second phrase starts with *f*. The exercises are: 1. Treble Instruments in C: *mf* (quarter, eighth, eighth, quarter), *f* (quarter, eighth, eighth, quarter), *p* (quarter, quarter, quarter), *f* (quarter, eighth, eighth, quarter). 2. Treble Instruments in Bb: *mf* (quarter, eighth, eighth, quarter), *f* (quarter, eighth, eighth, quarter), *p* (quarter, quarter, quarter), *f* (quarter, eighth, eighth, quarter). 3. Treble Instruments in Eb: *mf* (quarter, eighth, eighth, quarter), *f* (quarter, eighth, eighth, quarter), *p* (quarter, quarter, quarter), *f* (quarter, eighth, eighth, quarter). 4. Treble Instruments in F: *mf* (quarter, eighth, eighth, quarter), *f* (quarter, eighth, eighth, quarter), *p* (quarter, quarter, quarter), *f* (quarter, eighth, eighth, quarter). 5. Bass Instruments in C: *mf* (quarter, eighth, eighth, quarter), *f* (quarter, eighth, eighth, quarter), *p* (quarter, quarter, quarter), *f* (quarter, eighth, eighth, quarter). 6. Bass Instruments in C: *mf* (quarter, eighth, eighth, quarter), *f* (quarter, eighth, eighth, quarter), *p* (quarter, quarter, quarter), *f* (quarter, eighth, eighth, quarter). Each exercise includes a triplet of eighth notes in the second phrase.

Student's Name/ID# _____ Grade Level _____

Circle number:

Performing Score 4 3 2 1

Sounds of Music

Washington State Classroom Performance Based Assessment

Examples 2

Treble Instruments in C

Treble Instruments in Bb

Treble Instruments in Eb

Treble Instruments in F

Bass Instruments in C

Bass Instruments in C

Detailed description: The page contains six musical staves, each with a title and dynamic markings. The first staff is for Treble Instruments in C, the second for Treble Instruments in Bb, the third for Treble Instruments in Eb, the fourth for Treble Instruments in F, the fifth for Bass Instruments in C, and the sixth for Bass Instruments in C. Each staff contains a sequence of notes with dynamic markings of *mf*, *f*, *p*, and *f*, and includes a triplet of eighth notes.

Glossary

beat: underlying steady pulse present in most music

dynamics: level or range of loudness of a sound or sounds

expression: feeling conveyed through music

the use of the elements of music (such as dynamics, style, tempo, and phrasing) to create a mood or feeling

measure: the segment of music contained between two bar lines

notation: visual representation of musical sounds

a system of visual symbols used when writing music to indicate pitch, duration, and expression

note: a symbol used to indicate a musical tone and designated period of time

note values: a symbol used to show how long a tone should be held; expressed as a whole and its parts, including half note, quarter note, and eighth note

rest: a symbol that is used to mark silence for a specific amount of time

rhythm: duration or length of sounds and silences that occur in music; organization of sounds and silences in time

rhythmic value: note value and rest value

sight-reading: first attempt to perform a notated musical work

tempo: rate or speed of the beat in a musical work or performance

time signature: figures written on the staff at the beginning of the composition that indicate the meter or the number of beats used in a measure and what type of note equals one beat

Terms in italics are reproduced from the glossary of the National Core Arts: Music Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Music by Grade Level* (2017).