

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

The Melody of Your Dreams

High School Proficient

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Table of Contents

Introduction	ii
Overview	1
Test Administration: Expectations.....	1
Description of the Performance Assessment	2
Learning Standards	2
Supporting Materials and Resources for Teachers.....	4
Preparation for Administering the Assessment.....	4
Recommendations for Time Management.....	6
Assessment Task	7
Teacher’s Instructions to Students	7
Accommodations	7
Student’s Task.....	7
Glossary.....	13

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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The Melody of Your Dreams

An OSPI-Developed Performance Assessment

Music
Proficient

Overview

This document contains information essential to the administration of *The Melody of Your Dreams*, 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 *The Melody of Your Dreams*

Each student composes, notates, and performs an original melody for individual voice or the instrument of the student's choice. The melody is intended to advertise a new product line for a local business.

When composing, the student must include a melodic line, a variety of rhythms, form, and expressive qualities.

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 notate their compositions on the staff paper provided (see the notation sheets in the student’s section of the assessment). The teacher will collect the student’s musical notation and use it in conjunction with the performance to assess the student’s skills.

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 1 High School Proficient	MU:Cr1.1.E.I	a. Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.
Anchor 2 High School Proficient	MU:Cr2.1.E.I	a. Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. b. Preserve draft compositions and improvisations through standard notation and audio recording.
Anchor 3.1 High School Proficient	MU:Cr3.1.E.I	a. Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
Anchor 3.2 High School Proficient	MU:Cr3.2.E.I	a. Share personally-developed melodies, rhythmic passages, and arrangements—individually or as an ensemble—that address identified purposes.
Anchor 4.1 High School Proficient	MU:Pr4.1.E.I	a. Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

Anchor 4.2 High School Proficient	MU:Pr4.2.E.I	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
Anchor 4.3 High School Proficient	MU:Pr4.3.E.I	a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Anchor 5 High School Proficient	MU:Pr5.1.E.I	a. Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Anchor 6 High School Proficient	MU:Pr6.1.E.I	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Anchor 1 High School Proficient	MU:Cr1.1.C.I	a. Describe how sounds and short musical ideas can be used to represent personal experiences, moods, visual images, and/or storylines.
Anchor 2 High School Proficient	MU:Cr2.1.C.I	a. Assemble and organize sounds or short musical ideas to create initial expressions of selected experiences, moods, images, or storylines. b. Identify and describe the development of sounds or short musical ideas in drafts of music within simple forms (such as one-part, cyclical, or binary).
Anchor 3.1 High School Proficient	MU:Cr3.1.C.I	a. Identify, describe, and apply teacher-provided criteria to assess and refine the technical and expressive aspects of evolving drafts leading to final versions.
Anchor 3.2 High School Proficient	MU:Cr3.2.C.I	a. Share music through the use of notation, performance, or technology, and demonstrate how the elements of music have been employed to realize expressive intent. b. Describe the given context and performance medium for presenting personal works, and how they impact the final composition and presentation.

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 and the glossary of terms (one set for each student)
- ◆ copies of the notation sheets/staff paper (one set for each student)
- ◆ pencils and erasers
- ◆ a variety of instruments (e.g., singing voice, band or orchestra, xylophone, keyboard)
- ◆ private rehearsal space(s)
- ◆ performance space
- ◆ an audiovisual recorder (recommended)

Guidelines

This assessment is an individual performance.

- ◆ Prior to administering the item, consider the space and layout of your school: The students will need enough space to create their compositions without disturbing others. In addition, you will need a performance area.
- ◆ Copy the student's task, rubric, notation sheets (staff paper), and glossary of terms. Make one set for each student.
- ◆ Allow each student to choose the type of business and product line that the student's composition will advertise.
- ◆ We recommend that you visually record each student's performance.
- ◆ The video recorder must be set up in a defined space so that the performer can be seen at all times; you should coach the students to face the recorder while performing.
- ◆ Before students begin performing, prompt them to state their names/numbers and current grade level into the recording device.
- ◆ 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.

Scoring Notes

The following scoring notes should be used as a guideline when scoring this item.

- ◆ Creating rubric: If the time signature is not written, it can still be credited as long as there is flawless and consistent rhythmic notation.
- ◆ Creating rubric: The time signature can have errors in two of the twelve measures and still be considered acceptable.
- ◆ Creating rubric: The melodic line has to be original to be credited.

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 **three-day** suggested timeframe:

Day 1

- | | |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 5 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions. |
| 45 minutes: | The students compose and notate their compositions. |

Days 2 and 3

- | | |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 15 minutes: | The students review, revise, and practice their compositions. |
| 5 minutes per student: | The students perform their compositions exactly as notated; the teacher records each performance. The teacher collects students' compositions upon completion of recording. |
-

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 *The Melody of Your Dreams*."
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: *The Melody of Your Dreams* (High School Proficient)
- Assessment rubric
- Staff paper (musical notation sheets)

The Melody of Your Dreams

You are a composer who works on commission. A local business has decided to produce a commercial to advertise a new product line. The owner of the business is considering hiring you to create the music for this commercial.

You will create an original melody for individual voice or the instrument of your choice. As you compose your melody, you must include a melodic line, a variety of rhythms, form, and expressive qualities. In order to be hired, you must compose, notate, and perform your composition for the owner of the business.

Your Task

First, compose your melody—

The owner of the business explains that you must meet the following requirements to have your composition considered for the commercial:

- Create a composition that is not more than one minute in length and consists of 12 measures or more.
- Compose a melodic line from the key (scale) of your choice that can be played or sung, and notate your key signature.
- Choose a time signature.
- Use a variety of rhythmic values, including at least three different note values.
- Choose one of these forms for your composition:
 - AB
 - ABA
 - Rondo (ABACA)
- On your staff paper, identify each section of the form you chose.
- Include each of the following expressive qualities in your melody:
 - note articulation
 - change in dynamics
 - change in tempo

- Use the appropriate clef (treble clef, bass clef, or alto clef) for voice or the instrument that you chose.
- Notate your melody on staff paper.

Second, perform your melody—

The owner of the business explains that you must meet the following requirements when you perform your composition.

- When presenting your composition, you must perform it exactly as notated on your staff paper, including:
 - rhythms as notated
 - pitches as notated
 - note articulation
 - change in dynamics
 - changes in tempo
- When presenting your composition, you must use the appropriate performance technique for voice and/or the instrument of your choice, including:
 - proper posture and body position
 - proper breath support and/or instrument position
 - proper performance etiquette

The owner of the business will give you time to create and write your composition on staff paper. You will rehearse and revise your composition. You will then be asked to perform your composition.

The Melody of Your Dreams

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student meets four or five of the following five requirements, thereby demonstrating a thorough understanding of composition:</p> <ul style="list-style-type: none"> ◆ Creates and labels an original melody of twelve or more measures, with each section of the song’s form labeled. ◆ Notates the composition with appropriate clef, key, and time signature in their correct places. ◆ Correctly notates and places notes and rests (note heads, stems, beams/flags, the rest “look,” and placement on the staff). ◆ Uses correct number of beats and bar placement for each measure. ◆ Correctly notates and places the expressive and musical elements using at least three different rhythmic values, as well as a written change in tempo and dynamics. 	<p>The student meets three of the five requirements listed at left.</p>	<p>The student meets two of the five requirements listed at left.</p>	<p>The student meets one of the five requirements listed at left.</p>
Performing	<p>The student meets at least four of the following five requirements, thereby demonstrating a thorough understanding of how to perform for a selected purpose:</p> <ul style="list-style-type: none"> ◆ Performs rhythms as notated. ◆ Performs pitches as notated. ◆ Performs a change in dynamics and articulations as written. ◆ Performs a change in tempo as written. ◆ Uses appropriate performance techniques with the voice or instrument of choice without noticeable interruption. 	<p>The student meets three of the five requirements listed at left.</p>	<p>The student meets two of the five requirements listed at left.</p>	<p>The student meets 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:

Creating Score	4	3	2	1
Performing Score	4	3	2	1

Draft of the Melody

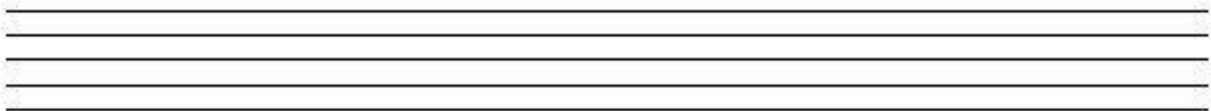
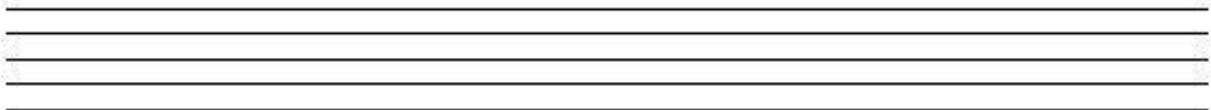
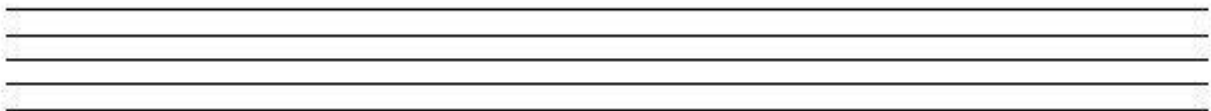
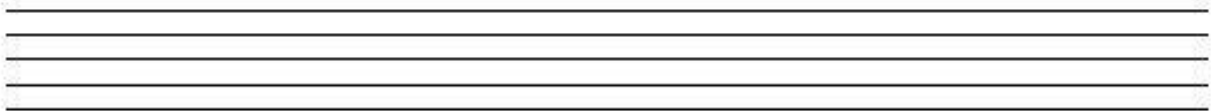
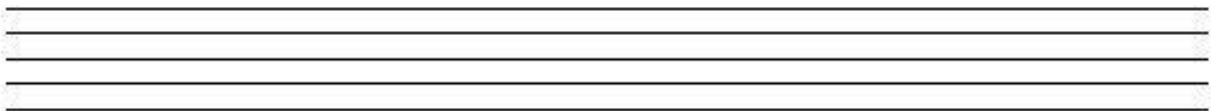
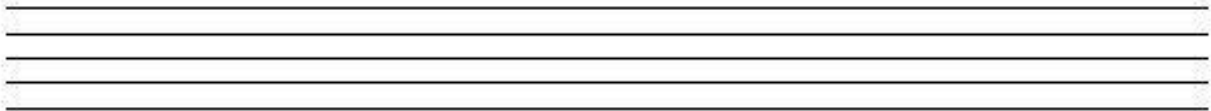
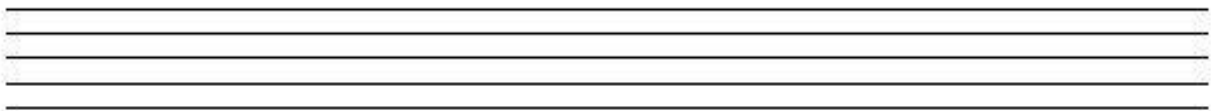
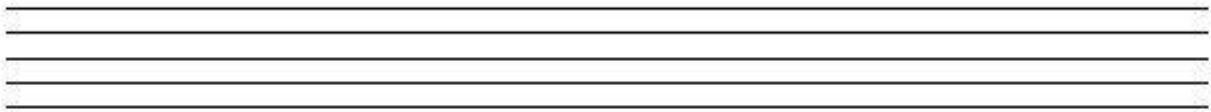
Use the space below to create the rough draft of your composition.

A series of ten sets of five horizontal lines, each set intended for a different instrument or voice part in a musical composition. The lines are evenly spaced and extend across the width of the page.

Final Composition

Use the space below for the final copy of your composition.

Name of composer:



Glossary

AB: musical form consisting of two sections, A and B, which contrast with each other (binary form)

ABA: musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

ABACA: rondo form in which a section alternates with two other contrasting sections

allegro: literally, “cheerful or lively;” generally taken as a fast tempo, although not as fast as vivace or presto

alto clef (c clef): used to notate the middle voices (such as viola); the arrow contained in the symbol indicates the third line of the staff is middle C

andante: literally, “at a walking pace;” a moderately slow tempo, between allegretto and adagio

articulation: characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones)

bass clef (F clef): used to notate the lowest sounding notes and pitch; the two dots surrounding the fourth line indicate a note written on that line is F

composition: original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording [alternatively, compositions may be preserved orally, as in an oral tradition]

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

forte (f): loud

fortissimo (ff): very loud

key signature: set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

largo: very slow

measure: the segment of music contained between two bar lines

melody: linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

mezzo-forte (mf): medium loud

mezzo-piano (mp): medium quiet

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

pianissimo (pp): very quiet

piano (p): quiet (soft)

pitch: identification of a tone or note with respect to highness or lowness (i.e., frequency)

presto: very fast

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

rondo: musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA

scale: pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

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

treble clef (G clef): used to notate the highest sounding notes and pitch; the curl of the clef surrounding the second line indicates a note written on that line is G

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).