

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Music Review

Grade 8

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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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Music Review

An OSPI-Developed Performance Assessment

Music
Grade 8

Overview

This document contains information essential to the administration of *Music Review*, an OSPI-developed arts performance assessment for music (Grade 8). 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 *Music Review*

The students review a piece of music. The teacher plays the recording three times, pausing each time to allow the students to make notes about the music's style, tempo, dynamics, and timbre/tone color. The students then use their notes to write their reviews of the performance, including discussion of the music's characteristics.

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 7 Grade 8	MU:Re7.1.8	a. Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
Anchor 7 Grade 8	MU:Re7.2.8	a. Compare how the elements of music and expressive qualities relate to the structure within programs of music. b. Identify and compare the context of programs of music from a variety of genres, cultures, and historical periods.
Anchor 8 Grade 8	MU:Re8.1.8	a. Support personal interpretation of contrasting programs of music and explain how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.
Anchor 9 Grade 8	MU:Re9.1.8	a. Apply appropriate, personally-developed criteria to evaluate musical works or performances.

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 student-response sheets (one set for each student)
- ◆ a comfortable writing surface for the students
- ◆ pencils
- ◆ erasers
- ◆ an appropriate musical selection (see the guidelines below)
- ◆ an audio player
- ◆ an audio/video recorder (recommended)

Guidelines

This assessment is an individual performance.

- ◆ Select an exemplary recording of music that clearly contains four or more of the musical elements listed in the task requirements. The piece or excerpt of music should be three- to four-minutes long.
- ◆ Copy the student’s task, glossary of terms, and response sheets. Make one set of copies for each student:
 - Before copying the student’s task and response sheets, write the title of the composition and the name of the composer at the top of the second page of the response sheets.
 - When making copies of the response sheets, we recommend that you not copy the two pages back-to-back.
- ◆ Play the selection of music three times on the first day; allow three to five additional minutes after each playing so that students can write notes.
- ◆ Play the selection one final time on the second day before the students begin to write their reviews.
- ◆ Students who respond in writing must include their names/numbers on their response sheets.

- ◆ As an alternative to a written response, you may permit students to:
 - Respond orally. You should make a video or audio recording of the students' responses. Coach the students who are being recorded to face the recording device when responding. Students may have copies of the response sheets when being recorded, or you may state the questions. Students should be prompted to state their names/numbers and current grade level into the recording device before they begin
 - Dictate their response-sheet answers to the teacher or an instructional aide, who will write them down.
- ◆ If you make a video recording, the recorder must be set up in a defined space so that the performer can be seen at all times.
- ◆ 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.
- 25 minutes: The teacher plays the selection of music three times, allowing 3–5 minutes after each playing for students to write notes.
- 5 minutes: The teacher collects all materials.

Day 2

- 5 minutes: The teacher distributes all materials to the students, including their note-taking pages and their final review pages. The teacher plays the selection one final time.
 - 20 minutes: The students complete their reviews.
 - 5 minutes: The teacher collects the reviews of the students who responded in writing.
 - 15 minutes: The teacher records those students who need to respond orally.
-

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 Grade-8 Washington OSPI-developed arts performance assessment for music. This assessment is called *Music Review*."
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: *Music Review* (Grade 8)
- Assessment rubric
- Response sheets (optional)

Music Review

You are working after school at a local music store. The owner wants to add a new section to the store's website—a section reviewing the musical characteristics of albums, performers, and individual songs. The owner has chosen you to be the reviewer for the website.

The owner would like you to complete a sample music review. You will be given one musical selection to review. You will first listen to the selection three times and write notes about the piece's musical characteristics. You will then use your notes to write a review of the performance, discussing the selection's musical characteristics.

Your Task

First, listen to the selection of music—

The owner explains that you must meet the following requirements when listening to the piece of music:

- Listen to the musical selection at least three times.
- The first time the music is played, listen and write notes about the style of the selection.
- The second time it is played, listen and write notes about the tempo and dynamics of the selection.
- The third time, listen and write notes about the timbre/tone color of the selection.

Second, write your review of the music—

The owner explains that you must meet the following requirements when you write your review of the music:

- Explain how each of the following musical elements affects the feeling and/or mood of the piece of music:
 - style
 - tempo and dynamics
 - timbre/tone color
- Use the vocabulary of music correctly and write in complete sentences.

After the performance is played each time, you will have a few minutes to write notes. The owner will then give you time to use your notes to complete your review.

Music Review

	4 Points	3 Points	2 Points	1 Point
Responding	<p>The student demonstrates a thorough understanding of the elements of music by meeting all five of the following requirements:</p> <ul style="list-style-type: none"> ◆ Appropriately describes the style of the musical selection. ◆ Appropriately describes the tempo of the musical selection, using the vocabulary of music (e.g., largo, andante, allegro, presto) correctly. ◆ Appropriately describes the dynamics of the musical selection, using the vocabulary of music (e.g., pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo) correctly. ◆ Appropriately describes the timbre/tone color of the musical selection. ◆ Appropriately describes how the musical elements affect the feeling and/or mood of the selection. 	<p>The student demonstrates an adequate understanding of the elements of music by meeting four of the five requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the elements of music by meeting three of the five requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the elements of music by meeting one or two 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:

Responding Score 4 3 2 1

Notes

Use the space below for notes about how each of the musical characteristics will be used in your review. Use the vocabulary of music correctly. (Remember, your notes will not be scored.)

Write notes about how each of the following musical elements affects the feeling and/or mood of the piece.

style:

tempo:

dynamics:

timbre/tone color:

Response

Title of the composition: _____

Name of the composer: _____

Use your notes to write your review in the space below. (This is the page that the music store's owner will read.) Remember to use complete sentences and apply the vocabulary of music correctly. You must describe all of the required elements of music—style, tempo, dynamics, and timbre/tone color—and explain how they affect the feeling and/or mood of the musical selection.

Glossary

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)

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

elements of music [musical elements]: basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

the components that make up a musical work: beat, rhythm, pitch, melody, harmony, texture, timbre/tone color, form, and expression (dynamics, style, tempo, phrasing)

form: element of music describing the overall organization [structure] of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

harmony: chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions
also, sounding two or more tones at the same time

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

purpose: reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

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

style: label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre
the distinctive character or technique of an individual musician or group

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

timbre: tone color or tone quality that distinguishes one sound source, instrument, or voice from another

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).