

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Music

# What a Find!

## Grade 5

Office of Superintendent of Public Instruction  
February 2018



Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Anne Banks, The Arts Program Supervisor  
Phone: 360-725-4966  
email: [anne.banks@k12.wa.us](mailto:anne.banks@k12.wa.us)

Or contact the Resource Center at 888-595-3276, TTY 360-664-3631

OSPI provides equal access to all programs and services without discrimination based on sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability. Questions and complaints of alleged discrimination should be directed to the Equity and Civil Rights Director at 360-725-6162 or P.O. Box 47200 Olympia, WA 98504-7200.



Except where otherwise noted, this Washington Arts K–12 assessment by the Office of Superintendent of Public Instruction is licensed under a Creative Commons Attribution 4.0 International License. All logos and trademarks are property of their respective owners.

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

All standards designations are from the National Core Arts Standards (<http://nationalartsstandards.org/>). Copyright © 2015 National Coalition for Core Arts Standards/All Rights Reserved—Rights Administered by SEADAE.

# 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.....	3
Preparation for Administering the Assessment.....	3
Recommendations for Time Management.....	5
Assessment Task .....	6
Teacher’s Instructions to Students .....	6
Accommodations .....	6
Student’s Task.....	6
Glossary.....	12

# 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:

Anne Banks, Program Supervisor, The Arts  
360-725-4966, [anne.banks@k12.wa.us](mailto:anne.banks@k12.wa.us)

# What a Find!

An OSPI-Developed Performance Assessment

Music  
Grade 5

## Overview

This document contains information essential to the administration of *What a Find!*, an OSPI-developed arts performance assessment for music (Grade 5). 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 *What a Find!*

The teacher gives each student copies of three manuscripts with musical notations on them. Each student must arrange the manuscripts into a rondo (ABACA) form.

After the students create and practice their compositions, they will perform their rondos for the teacher. The teacher will record each student's performance.

## 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).

<b>Anchor 3</b> Grade 5	MU:Cr3.2.5	a. Present to others the final version of personal created music that demonstrates craftsmanship, and explain connection to expressive intent.
<b>Anchor 4</b> Grade 5	MU:Pr4.2.5	a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. b. When analyzing selected music, read and perform using standard notation. c. Explain how context (such as social, cultural, and historical) informs performances.
<b>Anchor 5</b> Grade 5	MU:Pr5.1.5	a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

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)
- ◆ pencils and erasers, glue sticks or tape, and scissors
- ◆ private rehearsal space, if available
- ◆ performance space
- ◆ a recording device

### Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, glossary of terms, response sheets, and handout (*Music Manuscripts*). Make one set of copies for each student. Instruct students to label and then cut out the manuscripts.
- ◆ Tell the students to create their rondos by gluing or taping their copies of the manuscripts onto their response sheets, which should be labeled with their names/numbers. The template on the response sheet is placed in a landscape format so as to provide more room for the student's rhythmic patterns.
- ◆ In place of the response sheets, you may permit students to use different shaped paper (such as sentence strips, which may help students to avoid pausing between sections).
- ◆ You may write the rhythm patterns on the board and tell the students to copy them onto their own paper, rather than use scissors and glue to cut and paste them.
- ◆ You may design your own rhythm patterns and make them as simple or complex as you wish so that the patterns match the varying levels of ability of your students.
- ◆ As a challenge for your students, you may ask them to design each section with a rhythm pattern that is up to four measures in length. When arranged in rondo form, these patterns will create a much longer piece of music.
- ◆ You should not model any of the rhythmic patterns with the students.

- ◆ You should explain the concept of measure and bar line in this activity so that, as students perform, they do not pause in between each pattern.
- ◆ Students will perform their patterns using body percussion sounds.
- ◆ Each student should have two opportunities to perform the selection.
- ◆ Each student’s performance must be recorded for this assessment.
  - Set up the recorder in a defined space so that the performer can be seen at all times.
  - Prompt students to state their names/numbers and current grade level into the recording device before they begin performing.
  - Coach the students to face the recording device while performing.
- ◆ Students should hand in their arrangements of the rondo after they perform.
- ◆ 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: Neither voice nor whistling are credited as being a body-percussion sound. Clicking the tongue, on the other hand, is credited.
- ◆ Creating rubric: Sliding the hands together is credited as a distinct body-percussion sound, separate from clapping the hands.
- ◆ Creating rubric: The first bullet (arranging the sections in rondo form) is credited if the response is performed rhythmically in rondo form, not necessarily rondo in terms of the body-percussion sounds.
- ◆ Performing rubric: If a student starts the performance and then stops, that is not counted as an interruption; it is simply a re-start.
- ◆ Performing rubric: Interruptions are defined as breaks in focus or concentration.
- ◆ Performing rubric: The student earns credit if the student performs what is arranged, regardless of whether or not what is performed is a rondo.

### 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

- 15 minutes: The teacher provides the class with the task and reads it aloud, then reviews the glossary and scoring rubric. The students ask questions; the teacher answers questions.
- 25 minutes: The students create their rondos.
- 5 minutes: The teacher collects all materials.

---

### Day 2

- 5 minutes: The teacher distributes the students' rondos.
- 20 minutes: The students practice their rondos using body-percussion sounds.
- 20 minutes: Students perform their rondos for the teacher, who records each performance. (At the end of the performance, the student gives the rondo to the teacher.)

---

### Day 3

- 45 minutes: The teacher records the remaining 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 Grade-5 Washington OSPI-developed arts performance assessment for music. This assessment is called *What a Find!*"
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: *What a Find!* (Grade 5)
- Assessment rubric
- Response sheets and handout (*Music Manuscripts*)

# What a Find!

You are volunteering at a museum of music as part of a class project. The museum's director shows you three old manuscripts with musical patterns on them. The original manuscripts will be put on display and the musical patterns will be played during an upcoming exhibit. The director asks you to create a rhythmic composition using the notation on the manuscripts.

The director has printed copies of the manuscripts and has given you three copies of each one. You must arrange them into a rondo (ABACA) form. The director will give you time to practice and perform the rhythmic pattern that you create.

## Your Task

### First, create the rondo—

The museum's director explains that you must meet the following requirements when creating your rondo:

- Label each pattern A, B, or C.
- Assign a different body-percussion sound to each label (such as A-clap, B-pat, or C-stomp).
- Cut and arrange the musical patterns into the rondo form (ABACA) and attach them to the blank response sheet provided. (There will be measures not used in your rondo).

### Second, perform your rondo—

The museum's director explains that you must meet the following requirements when performing your rondo:

- Practice the rondo that you created.
- Use a different body-percussion sound for each of the three patterns (such as clap, pat, snap, or stomp).
- Play the rondo with its correct rhythmic value.
- Play the rondo with a steady beat.
- Perform with a smooth transition between the sections of the rondo so that there is no noticeable interruption.

The director will give you time to create and practice your rondo before you perform it. Your teacher will record your performance.

*What a Find!*

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the creative process by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Arranges the sections in rondo form (ABACA).</li> <li>◆ Labels each manuscript with the correct pattern type.</li> <li>◆ Labels the body percussion to be used in the A, B, and C sections.</li> <li>◆ Makes the body percussion different in each section.</li> </ul>	<p>The student demonstrates an adequate understanding of the creative process by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the creative process by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the creative process by meeting one of the four requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of rhythm by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Performs body percussion as labeled.</li> <li>◆ Plays with correct rhythmic value.</li> <li>◆ Plays with a steady beat.</li> <li>◆ Has a smooth transition between each section so that there is no interruption.</li> </ul>	<p>The student demonstrates an adequate understanding of rhythm by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of rhythm by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of rhythm by meeting one of the four 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:

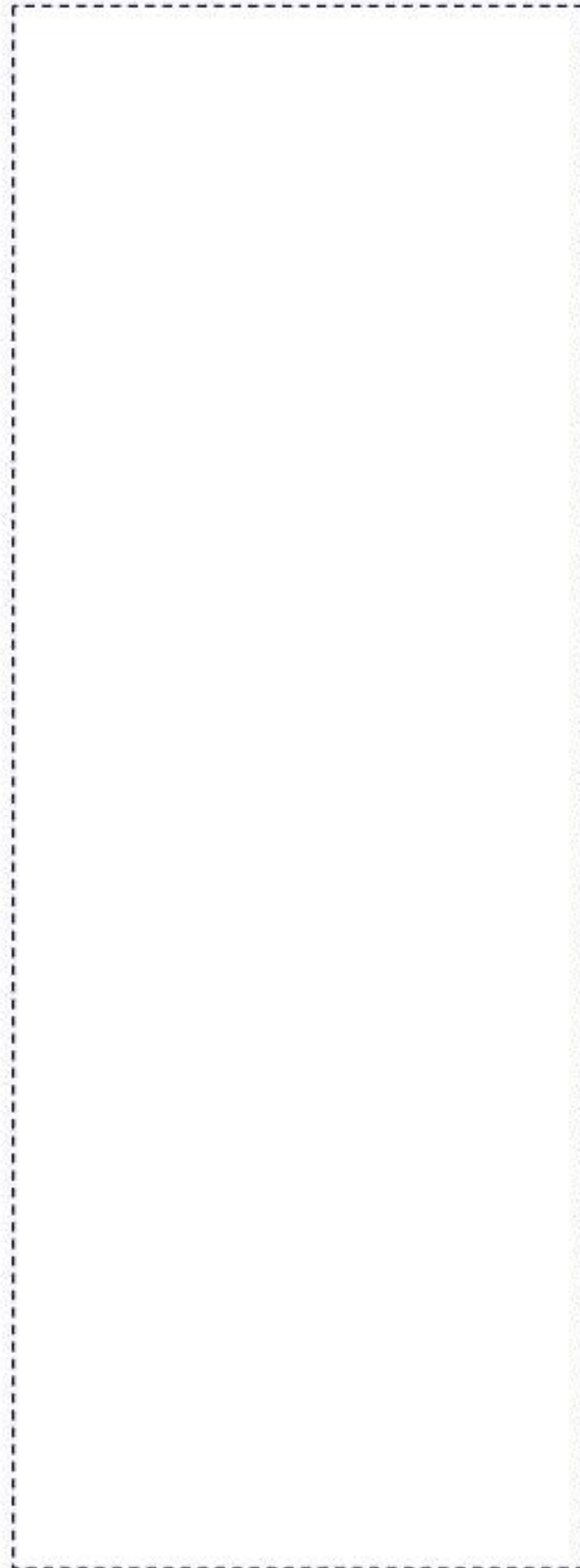
<b>Creating Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Performing Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

---

## **Responses**

Create your rondo form by placing the copies of the manuscripts in the space provided on the next page. Use tape or paste to attach the clippings to the page in the final pattern of your rondo.

Create your rondo  
by first arranging  
and then attaching  
your copies of the  
manuscripts here:



Handout: *Music Manuscripts*

The image shows a 5x3 grid of music manuscript boxes, each enclosed in a dashed border. Each box contains a musical staff with notes and a label above or below it. The labels are 'Letter' and 'Body Percussion'. Scissors icons are placed on the left side of each box, indicating where to cut. The musical notation consists of quarter notes, eighth notes, and rests on a single-line staff.

Letter [Musical staff with notes]	Letter [Musical staff with notes]	Letter [Musical staff with notes]
Body Percussion [Scissors icon]	Body Percussion [Scissors icon]	Body Percussion [Scissors icon]
Letter [Musical staff with notes]	Letter [Musical staff with notes]	Letter [Musical staff with notes]
Body Percussion [Scissors icon]	Body Percussion [Scissors icon]	Body Percussion [Scissors icon]
Letter [Musical staff with notes]	Letter [Musical staff with notes]	Letter [Musical staff with notes]
Body Percussion [Musical staff with notes]	Body Percussion [Musical staff with notes]	Body Percussion [Musical staff with notes]

## Glossary

***beat:*** underlying steady pulse present in most music

***body percussion:*** use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping

***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

***measure:*** the segment of music contained between two bar lines

***pattern:*** a combination of melodic and/or rhythmic elements that form a model that can be used for imitation

***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

---

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).