

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Zoo Tunes

Grade 5

Office of Superintendent of Public Instruction
April 2019



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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 *Zoo Tunes*, 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 *Zoo Tunes*

Each student creates a musical composition about an animal. Students must then perform their compositions with voice or instrument. The students will be evaluated on their use of different musical elements and form.

Students must also respond to questions and prompts regarding their compositions.

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 1 Grade 5	MU:Cr1.1.5	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
Anchor 2 Grade 5	MU:Cr2.1.5	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
Anchor 3.1 Grade 5	MU:Cr3.1.5	a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.
Anchor 3.2 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.
Anchor 4.1 Grade 5	MU:Pr4.1.5	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.

Anchor 4.2 Grade 5	MU:Pr4.2.5	<ul style="list-style-type: none"> 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.
Anchor 4.3 Grade 5	MU:Pr4.3.5	<ul style="list-style-type: none"> a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
Anchor 5 Grade 5	MU:Pr5.1.5	<ul style="list-style-type: none"> 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.
Anchor 6 Grade 5	MU:Pr6.1.5	<ul style="list-style-type: none"> a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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 student-response sheets (one set for each student)
- ◆ staff paper (If you wish, you may use a larger staff paper than that provided on the *standard notation page* in the student's section of the assessment.)
- ◆ blank paper (see the blank response box provided on the *non-standard notation page*)
- ◆ sharpened pencils
- ◆ a variety of instruments (e.g., drums, claves, rhythm sticks, recorder, Orff instruments)
- ◆ an audiovisual recorder
- ◆ a private performance space for recording (if available)

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, including the rubric, response sheets, and glossary of terms. Make one set of copies for each student.
- ◆ Provide time to give your feedback to each student after the student rehearses and prior to the student's final performance.
- ◆ Provide each student with a sign on which is written the name of the school district, the name of the school, the student's name and number, and the name of the student's animal. When recorded, students will state the name of the school, their own names and numbers, and the names of their animals.
- ◆ Prepare a numbered list of the names of all students; include the corresponding number on each student's sign. (The student's name and number on the list should correspond with the video recording and number on the student's sign.)
- ◆ The non-standard notation page in the student's section of the assessment is for creative notation.
- ◆ You may use the staff paper included with the response sheets or provide staff paper that you create.

- ◆ Time should not be an issue, as each student’s performance will be unique; students should not be timed.
- ◆ Remind the students that the musical elements are beat, rhythm, pitch, melody, harmony, texture, timbre, form, and expression (dynamics, tempo).
- ◆ 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.
- ◆ 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 to document their responses. Coach students who are being recorded to face the recording device when responding. Students may have a copy of the response sheet when being recorded, or you can state the questions. Ask students to begin by clearly stating their names/numbers and grade level into the recording device.
 - Dictate responses to the teacher or 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 you may not prompt or coach students during the assessment.

Scoring Notes

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

- ◆ A student may make a second attempt if not ready to begin the performance, or if the student has not started to perform the composition; however, a student may not perform a second time after completing the first performance.
- ◆ For the responding rubric:
 - Any animal (or reptile or bird or insect) is acceptable and should be credited.
 - To receive credit, the student must use the vocabulary of music in descriptions of the musical elements. For example, a discussion of pitch should address high and low sounds, and a description of tempo should discuss the idea of fast or slow. If the descriptions do not include the vocabulary of music, the student can earn credit if the student equates the animal’s physical movements with a musical element. For example, a student’s response would look like the following: “I used rhythm because of the way the shark swims,” or the “lion walks,” or the “woodpecker pecks.”

- To receive credit, the student must include three things in the response: (1) identify an element, (2) describe that element adequately (as explained above), and (3) include that element in the musical piece. If all three of these aspects are not included, then the student will not earn the point for that element.
- The student can earn credit for timbre if the student is using an instrument with tonal quality. For example, the response: “I used an alto xylophone” would be acceptable.
- A student may receive full credit for using form, notation, and melody when identifying and describing three musical elements.

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 rubrics. The students ask questions; the teacher answers questions.
- 20 minutes: The students create and notate their compositions.
- 10 minutes: The students prepare descriptions of their compositions.

Day 2

- 10 minutes: The students rehearse their compositions.
- 25 minutes: Students take turns describing and performing their compositions. At the end of the period, the students turn in their compositions and notations.

Day 3

- 5 minutes: The students who have not yet performed have approximately five minutes to review and rehearse their compositions, but they should not make changes to their compositions at this time.
 - 30 minutes: The remaining students describe and perform their compositions.
-

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 *Zoo Tunes*."
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: *Zoo Tunes* (Grade 5)
- Assessment rubric
- Notation pages and response sheets (optional)

Zoo Tunes

A local zoo is looking for fifth-grade music students to entertain its visitors during the summer. You are a musician who would like to be one of the entertainers. The zoo's director requires you to perform the following task to determine whether you will be selected.

For your audition, the director asks you to create a musical composition about an animal. Your composition must follow the audition guidelines. You will be evaluated on your use of different musical elements and form. The director requires that you perform your composition with your voice or instrument and fill out a response sheet regarding your composition.

Your Task

First, create your composition—

The zoo's director explains that you must meet the following requirements when you compose your music:

- Choose an animal and determine the voice or instrument that represents it best.
- Write a composition in ABA form using standard or non-standard notation.
- Correctly label each section of the composition using the letters A, B, and A.
- Create a composition that is 12 measures or more in length: For example, section A is 4 measures, section B is 4 measures, then repeat the four measures of section A again. (Note: If you are using non-standard notation, your piece will run approximately 15–20 seconds in length.)
- Notate your composition so that it is readable and performable. You may write your notation either on the staff paper or on the blank paper provided. If you use non-standard notation, include a legend or definition of symbols.
- Demonstrate at least three of the following musical elements in your notation while portraying your animal:
 - beat
 - rhythm
 - pitch
 - melody
 - harmony
 - texture
 - timbre
 - dynamics
 - tempo

Second, perform the music that you composed—

The zoo's director explains that you must meet the following requirements when you perform your composition:

- Tell what animal you chose.
- Identify the musical elements (3 minimum) that you used to portray your animal.
- Identify how the musical elements that you chose reflect the animal.
- Perform your composition in ABA form.
- Perform your piece without noticeable interruption.
- Perform using proper technique for your voice or instrument.

The zoo's director expects you to create, rehearse, and perform your composition. The director also expects you to fill out the response sheets provided.

Zoo Tunes

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student meets each of the following four criteria:</p> <ul style="list-style-type: none"> ◆ Creates a composition using standard or non-standard notation that is readable and performable. ◆ Creates an original composition in ABA form. ◆ Correctly labels each section of the composition. ◆ Creates a composition using at least three of the identified musical elements. 	<p>The student meets three of the four criteria listed at left.</p>	<p>The student meets two of the four criteria listed at left.</p>	<p>The student meets one of the four criteria listed at left.</p>
Performing	<p>The student:</p> <ul style="list-style-type: none"> ◆ Performs the written notation. ◆ Performs the three identified musical elements. ◆ Maintains focus and performs without noticeable interruption. ◆ Performs using proper technique for the voice or chosen instrument. 	<p>The student meets three of the four criteria listed at left.</p>	<p>The student meets two of the four criteria listed at left.</p>	<p>The student meets one of the four criteria listed at left.</p>
Responding	<p>The student:</p> <ul style="list-style-type: none"> ◆ Identifies how the selected instrument or voice was used in the composition to represent the animal. ◆ Identifies and describes in the student’s own words (with appropriate vocabulary) one musical element. ◆ Identifies and describes in the student’s own words (with appropriate vocabulary) a second musical element. ◆ Identifies and describes in the student’s own words (with appropriate vocabulary) a third musical element. 	<p>The student meets three of the four criteria listed at left.</p>	<p>The student meets two of the four criteria listed at left.</p>	<p>The student meets one of the four criteria 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.

The page contains 12 blank musical staves, each consisting of five horizontal lines. These staves are arranged vertically down the page, providing space for students to write musical notation.

(Include a legend.)

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for students to draw or write their non-standard notation and include a legend as instructed.

Student's Name/ID# _____ Grade Level _____

Circle number:

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

Responses

1. My instrument is:

2. How did your instrument represent the animal that you selected in your composition?

3. Identify the three musical elements that you chose to portray your animal (such as beat, rhythm, pitch, melody, harmony, texture, timbre, dynamics and tempo).

musical element #1:

musical element #2:

musical element #3:

4. Using the vocabulary of music, describe in detail how you applied each of these three musical elements in your composition. (For example: I used a fast tempo to portray my animal running through the woods and a slow tempo to portray my animal at rest.)

musical element #1 (name of element and relationship to your composition):

musical element #2 (name of element and relationship to your composition):

musical element #3 (name of element and relationship to your composition):

Glossary

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

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

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

beat: underlying steady pulse present in most music

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

elements of music: 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

forte (f): loud

fortissimo (ff): very loud

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

instrument: a musical device that produces musical tones or sounds and requires skill for proper use

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

musical elements: *see elements of music*

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

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

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

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

texture: manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

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).