

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Prime Time TV

High School Proficient

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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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Prime Time TV

An OSPI-Developed Performance Assessment

Music
Proficient

Overview

This document contains information essential to the administration of *Prime Time TV*, 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 *Prime Time TV*

Each student composes (or selects) and performs a theme song and three variations. The student will have two chances to perform the theme song and variations without interruptions; the teacher will record both performances.

Students must also explain the changes that they made to the musical elements in order to create each variation.

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 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.1	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.1	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.1	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.1	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.

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 response sheets (one set for each student)
- ◆ pencils and erasers
- ◆ a variety of instruments (piano/keyboard, band, orchestra, and barred)
- ◆ private rehearsal space(s)
- ◆ private performance space
- ◆ an audiovisual recorder

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, response sheets, and glossary. Make one set for each student.
- ◆ Provide a variety of instruments (piano/keyboard, band, orchestra, and barred).
- ◆ A student may perform the composition using voice or whichever instrument the student chooses. It must be possible to play the composition with the chosen instrument (or to sing the composition, if the student prefers voice).
- ◆ Make an audiovisual recording of each student's performance.
 - The recorder must be set up in a defined space so that the performer can be seen at all times; coach the students to face the recorder while performing.
 - Prompt students to speak their names/numbers and current grade level into the recording device before performing.
- ◆ Students who respond in writing must include their names/numbers on the response sheets.
- ◆ To accommodate individual needs, you may permit students to dictate response-sheet answers to a teacher or aide, who will write them down.

- ◆ As an alternative to a written response, you may permit students to respond orally:
 - Make a video or audio recording of each student’s response. Set up the recorder in a defined space, so that the speaker can be seen at all times.
 - Coach students who are being recorded to face the recording device when responding.
 - Prompt students to state their names/numbers and current grade level into the recording device before they begin their responses.
 - Students must have a copy of the response sheet when being recorded.
- ◆ Students may use resources that are visible in the testing classroom, but you 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 **five-day** suggested timeframe:

Day 1

- 10 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers questions.
- 45 minutes: The students create and notate their theme songs.
- 5 minutes: The teacher collects all responses.

Day 2

- 5 minutes: The teacher distributes all materials.
- 45 minutes: The students create and notate three variations on their theme songs.
- 5 minutes: The teacher collects all responses.

Day 3

- 5 minutes: The teacher returns all materials to the students.
- 45 minutes: The teacher records each student's performance.
- Concurrently—**
- 40 minutes: The students complete their response sheets after performing.
- 5 minutes: The teacher collects all responses.

Day 4

- 5 minutes: The teacher returns all materials to the students.
 - 45 minutes: The teacher records each student's performance.
 - Concurrently—**
 - 40 minutes: The students complete their response sheets after performing.
 - 5 minutes: The teacher collects all responses.
-

Day 5

- 5 minutes: The teacher returns all materials to the students.
- 25 minutes: The teacher records the remaining performances.
- 20 minutes: The teacher records any oral responses.
-

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 *Prime Time TV*."
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: *Prime Time TV* (High School Proficient)
- Assessment rubric
- Response sheets (optional)

Prime Time TV

You are a composer and have been asked to provide a theme song for a television show. The show's producer requires a theme song with three variations that can be used throughout the season. A variation is a version of the original theme song in which musical elements have been changed to affect the mood or style.

Once you have composed the theme song and three variations, the producer has asked that you perform each one using your voice or the instrument of your choice. The producer is interested in your use of different musical elements. You will have time to practice before you perform. You should perform the theme song and variations without noticeable interruptions.

You will have two chances to perform the theme song and three variations; your teacher will record both performances. The producer also requires that you provide an explanation of the changes that you made to the musical elements in order to create each variation.

Your Task

First, create your theme song and three variations —

The producer explains that you must meet the following requirements when creating your theme song and three variations:

- Compose an original theme song or choose a theme song that you know.
- Identify how the theme will be performed (voice or type of instrument).
- Choose the appropriate clef (treble clef, bass clef, alto clef) for your voice or the instrument.
- Notate the theme and variations on staff paper:
 - Choose a key signature.
 - Choose a time signature.
 - Use the correct number of beats in each measure.
 - Demonstrate correct bar line placement.
- Notate four compositions of at least 8 measures each (one for the theme and one for each of the three variations).

- Use each of the following musical elements in your theme song and three variations:
 - rhythm
 - dynamics
 - tempo
 - phrasing
- Change the way that one musical element (rhythm, dynamics, tempo, or phrasing) is used in each variation.
- Using a pencil, place a box around the specific notated areas on the staff paper that are different from the theme song. (Do this for each variation.)

Second, perform your theme song and three variations —

The producer explains that you must meet the following requirements when performing your theme song and three variations:

- State the title of each composition (theme song, variation #1, variation #2, and variation #3) before performing.
- Identify the musical element that changed in each variation before you perform the variation.
- Perform the musical elements as they are notated in the theme song and variations.

Third, prepare your response —

The producer explains that you must meet the following requirements when responding to questions and prompts about your theme song and three variations:

- Describe how each of the four musical elements is used in the theme.
- Describe the mood or style in your theme.
- Describe how you changed one musical element in your first variation.
- Describe how the change of this musical element affected the mood or style in the first variation.
- Describe how you changed one musical element in your second variation.
- Describe how the change of this musical element affected the mood or style in the second variation.
- Describe how you changed one musical element in your third variation.
- Describe how the change of this musical element affected the mood or style in the third variation.

Your teacher will give you time to create your theme song, notate it on staff paper, and create and notate the three variations. You will also have time to practice your theme song and three variations before performing for your teacher, who will make an audiovisual recording of your performances. After you perform, you will have time to complete your responses.

Prime Time TV

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of the elements of music by meeting four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Uses standard notation, including the appropriate clef, time, and key signature, and uses correct bar placement. ◆ Uses each of the elements of music (rhythm, dynamics, tempo, and phrasing). ◆ Selects or composes a theme, then creates three variations, each at least 8 measures long. ◆ Changes the way one musical element is used in each variation. 	<p>The student demonstrates an adequate understanding of the elements of music by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the elements of music by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the elements of music by meeting one of the four requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of the performance process by meeting four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Performs the musical elements (rhythm, dynamics, tempo, phrasing) as they are notated in the theme song. ◆ Performs the musical elements as they are notated in the first variation. ◆ Performs the musical elements as they are notated in the second variation. ◆ Performs the musical elements as they are notated in the third variation. 	<p>The student demonstrates an adequate understanding of the performance process by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the performance process by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the performance process by meeting one of the requirements listed at left.</p>
Responding	<p>The student demonstrates a thorough understanding of the responding process by meeting four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Identifies the four specific musical elements (rhythm, dynamics, tempo, and phrasing) in the theme and describes the mood or style these elements create in the theme. ◆ Describes how changing a specific musical element affected the mood or style of the first variation. ◆ Describes how changing a specific musical element affected the mood or style of the second variation. ◆ Describes how changing a specific musical element affected the mood or style of the third variation. 	<p>The student demonstrates an adequate understanding of the responding process by meeting three of the requirements listed at left.</p>	<p>The student demonstrates a partial understanding of the responding process by meeting two of the requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of the responding process by meeting one of the 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
Responding Score	4	3	2	1

Theme Song

Use the staff paper below to compose or notate the theme song.

Title: _____ Choice of Instrument: _____

The page contains ten sets of five-line musical staves, arranged vertically. Each set consists of five horizontal lines, providing a space for students to write musical notation for their theme song.

Responses

1. Identify how you used the following musical elements in the theme song:

rhythm:

dynamics:

tempo:

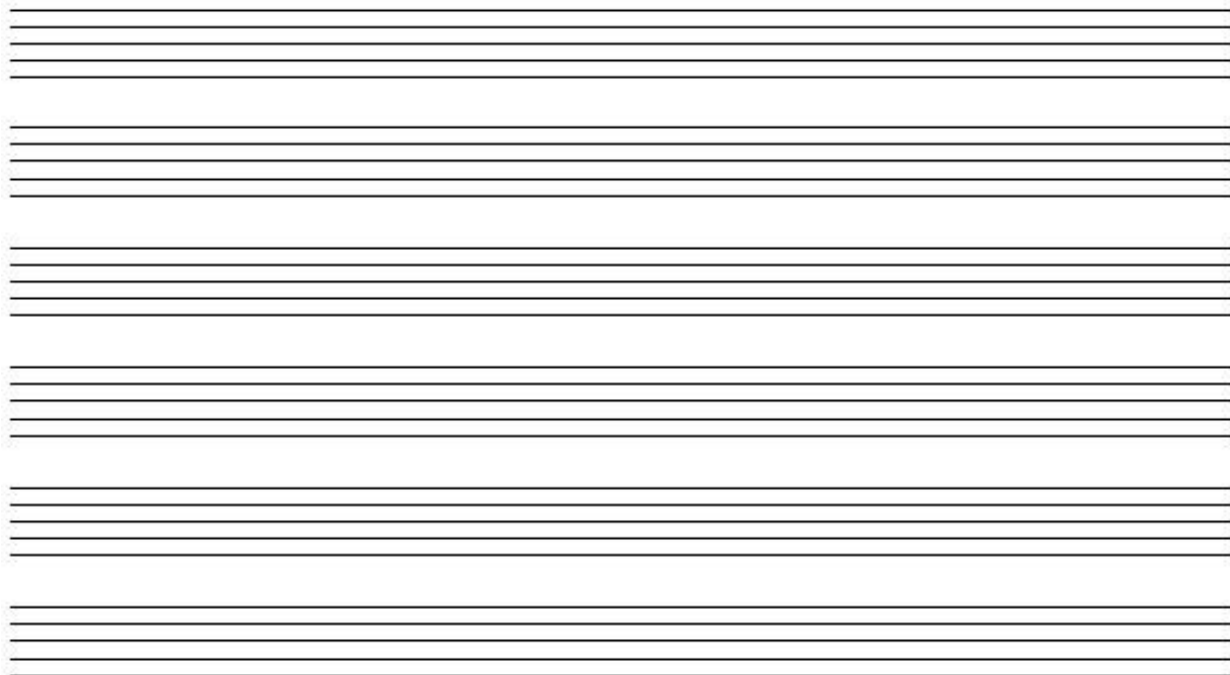
phrasing:

2. Describe the mood or style that these elements create in the theme.

Variation 1

Title:

Use the staff paper below to compose the first variation of your theme song. Then, use a pencil to draw a box around the specific notated areas that are different from the theme song.



Six blank musical staves, each consisting of five horizontal lines, provided for composing a variation of a theme song.

1. Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Name of the element:

How you changed it:

2. Describe how this change affected the mood or style.

Variation 2

Title:

Use the staff paper below to compose the second variation of your theme song. Then, use a pencil to draw a box around the specific notated areas that are different from the theme song.



The image shows six blank musical staves, each consisting of five horizontal lines, arranged vertically. These staves are intended for the student to compose a second variation of their theme song.

3. Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Name of the element:

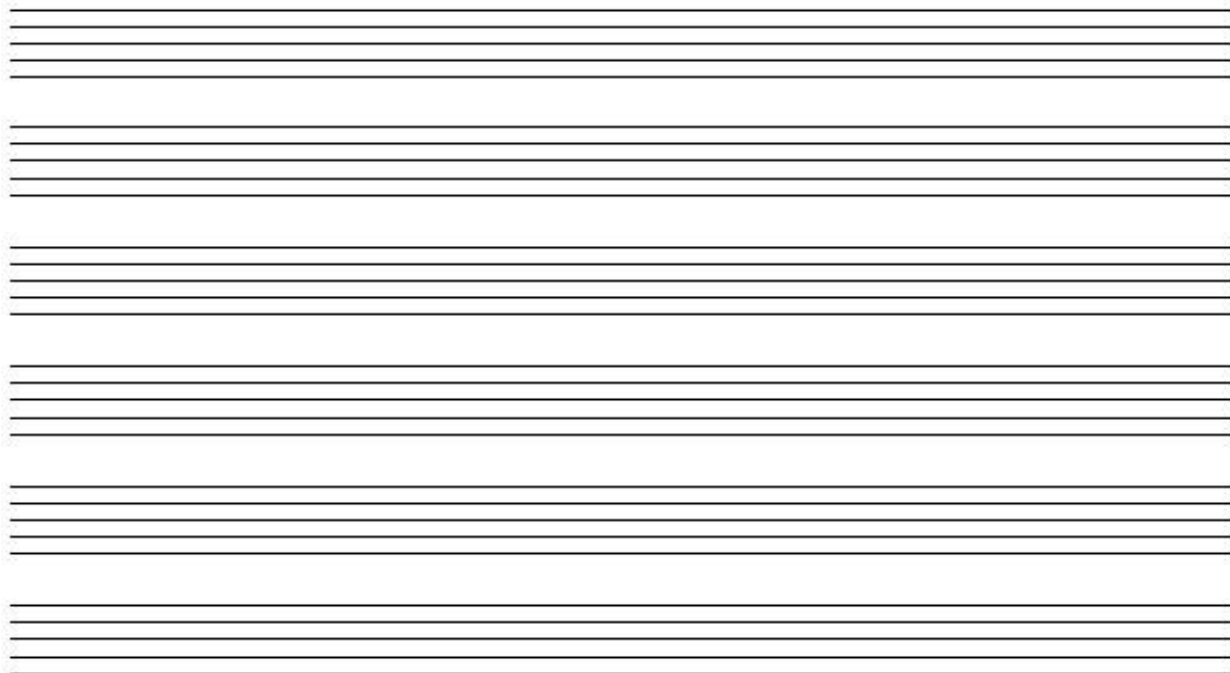
How you changed it:

4. Describe how this change affected the mood or style.

Variation 3

Title:

Use the staff paper below to compose the third variation of your theme song. Then, use a pencil to draw a box around the specific notated areas that are different from the theme song.



Six blank musical staves, each consisting of five horizontal lines, provided for composing the third variation of the theme song.

5. Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Name of the element:

How you changed it:

6. Describe how this change affected the mood or style.

Glossary

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

bar/bar line: a vertical line on the staff separating one measure from the next

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

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)

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

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

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

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

phrase: musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

pianissimo (pp): very quiet

piano (p): quiet (soft)

presto: very fast

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

theme: a prominent or frequently recurring melody or set of notes

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

variation: repetition of a theme in new and varied ways

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).