

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Music

# Stepping to the Rhythm

Grade 8

Office of Superintendent of Public Instruction  
April 2019



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.....	4
Assessment Task .....	5
Teacher’s Instructions to Students .....	5
Accommodations .....	5
Student’s Task.....	5
Glossary.....	11

# 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)

# Stepping to the Rhythm

An OSPI-Developed Performance Assessment

Music  
Grade 8

## Overview

This document contains information essential to the administration of *Stepping to the Rhythm*, 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 *Stepping to the Rhythm*

The students receive eight measures of music. Each student:

- Must sight-read the rhythms in the measures of music.
- Must use body percussion (or voice) to perform them.
- May choose a starting tempo.
- Must perform the piece without interruption.

Each student will have two chances to perform. The teacher will record each 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.

## 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 4.2</b> Intermediate	MU:Pr4.2.E.8	a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
<b>Anchor 4.3</b> Intermediate	MU:Pr4.3.E.8	a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music 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 sight-reading exercise sheets (one for each student)
- ◆ an audiovisual recorder
- ◆ a private performance space for recording (if possible)

### Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, exercise sheets, and glossary. Make one set of copies for each student.
- ◆ Prior to administering the task, assign one of the three sight-reading exercises to each student. All students should not be assigned the same exercise.
- ◆ Give the exercise to the student when the student is ready to begin; collect the exercise at the end of the student's performance.
- ◆ Give each student two opportunities to perform the exercise; make an audiovisual recording of both performances.
- ◆ Set up the recorder in a defined space so that the performer can be heard and seen at all times.
- ◆ Coach the students to face the recorder while performing.
- ◆ Prompt each student to state the following information into the recorder before beginning the performance: name/number, current grade level, exercise number, and chosen tempo.
- ◆ Remind the student to begin the performance with a count-off preparatory measure.
- ◆ 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 questions.
- 30 minutes: Each student has two minutes to view the assigned sight-reading exercise. Immediately following the practice, the student will have two opportunities to perform the exercise while being recorded.
- 5 minutes: The teacher collects all materials.

---

### Day 2

- 5 minutes: The teacher distributes all materials to the students.
  - 45 minutes: Each of the remaining students has two minutes to view the sight-reading exercise. Immediately following practice, each student has two opportunities to perform the exercise while being recorded.
  - 5 minutes: The teacher collects all materials.
- 

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 *Stepping to the Rhythm*."
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: *Stepping to the Rhythm* (Grade 8)
- Assessment rubric
- Exercise sheets

# Stepping to the Rhythm

A step-dancing club is starting at your school, and the club's advisor is looking for members who want to perform the music. Step dancing, or stepping, uses different parts of the body to make percussion sounds by clapping, snapping fingers, and stomping feet. You want to be selected as a member of the stepping club.

The club's advisor asks you to demonstrate your skill by sight-reading the rhythms in eight measures of music and using body percussion to perform them. Sight-reading is the ability to read and perform a piece of music you have never seen before.

Your teacher will give you eight measures of music. You may choose a starting tempo that is comfortable for you. You will have time to look at the piece before you perform it; you must then perform it without stopping. You will have two chances to perform the selection; your teacher will record each performance.

## Your Task

### Sight-read and perform the exercise—

Your teacher will give you one exercise to sight-read. The stepping club's advisor explains that you must demonstrate your skill by meeting the following requirements:

- Perform the rhythms using body percussion (clapping, snapping fingers, stomping feet, etc.) and/or voice (speaking, chanting, or saying the rhythms).
- State the tempo that you will use for your performance (largo, andante, allegro, or presto).
- Count off one preparatory measure before you begin.
- Perform each note and rest accurately according to the tempo of your choice.
- Perform with a steady beat.

You will have two minutes to view the exercise before you perform for your teacher.

*Stepping to the Rhythm*

	<b>4 Points</b>	<b>3 Points</b>	<b>2 Points</b>	<b>1 Point</b>
Performing	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of the concept of performing rhythm and tempo:</p> <ul style="list-style-type: none"> <li>◆ States the chosen tempo and counts off one preparatory measure.</li> <li>◆ Performs each note and rest in measures one through four with the correct rhythmic value.</li> <li>◆ Performs each note and rest in measures five through eight with the correct rhythmic value.</li> <li>◆ Performs with a steady beat.</li> </ul>	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of the concept of performing rhythm and tempo.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of the concept of performing rhythm and tempo.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of the concept of performing rhythm and tempo.</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:

Performing Score      4      3      2      1

### Exercise 2

Exercise 2 (♩ = 1 beat)

Two staves of musical notation in 4/4 time. The first staff contains: a quarter note, a quarter note, a beamed eighth-note pair, a quarter note, a quarter note, a beamed eighth-note pair, a quarter note, a quarter note, a beamed eighth-note pair, a quarter note, a quarter note, a dotted quarter note, and a half note. The second staff contains: a quarter note, a quarter note, a beamed eighth-note pair, a quarter note, a quarter note, a beamed eighth-note pair, a quarter note, a quarter note, a dotted quarter note, and a half note.

or

(♩ = 1 beat)

Two staves of rhythmic notation in 4/4 time. The first staff contains: a quarter note stem, a quarter note stem, a beamed eighth-note pair stem, a quarter note stem, a quarter note stem, a beamed eighth-note pair stem, a quarter note stem, a quarter note stem, a beamed eighth-note pair stem, a quarter note stem, a quarter note stem, a dotted quarter note stem, and a half note stem. The second staff contains: a quarter note stem, a quarter note stem, a beamed eighth-note pair stem, a quarter note stem, a quarter note stem, a beamed eighth-note pair stem, a quarter note stem, a quarter note stem, a dotted quarter note stem, and a half note stem.

Student's Name/ID# \_\_\_\_\_ Grade Level \_\_\_\_\_

Circle number:

Performing Score      4      3      2      1

### Exercise 3

Exercise 3 (♩ = 1 beat)

Two staves of musical notation in 4/4 time. The first staff begins with a double bar line and a 4/4 time signature. It contains four measures: Measure 1 has a quarter note, a quarter note, and a beamed eighth-note pair; Measure 2 has a quarter rest, a beamed eighth-note pair, a quarter note, and a quarter note; Measure 3 has a quarter note, a quarter note, a quarter note, and a quarter note; Measure 4 has a half note and a quarter note. The second staff also begins with a double bar line and a 4/4 time signature. It contains four measures: Measure 1 has a quarter note, a quarter note, and a beamed eighth-note pair; Measure 2 has a quarter rest, a beamed eighth-note pair, a quarter note, and a quarter note; Measure 3 has a quarter note, a quarter note, and a quarter note; Measure 4 has a quarter note, a quarter note, and a quarter note.

or

(x = 1 beat)

Two staves of musical notation in 4/4 time, using 'x' marks to represent beats. The first staff begins with a double bar line and a 4/4 time signature. It contains four measures: Measure 1 has 'x', 'x', and a beamed eighth-note pair of 'x's; Measure 2 has a quarter rest, a beamed eighth-note pair of 'x's, 'x', and 'x'; Measure 3 has 'x', 'x', 'x', and 'x'; Measure 4 has a half note and 'x'. The second staff also begins with a double bar line and a 4/4 time signature. It contains four measures: Measure 1 has 'x', 'x', and a beamed eighth-note pair of 'x's; Measure 2 has a quarter rest, a beamed eighth-note pair of 'x's, 'x', and 'x'; Measure 3 has 'x', 'x', and 'x'; Measure 4 has 'x', 'x', and 'x'.

## Glossary

**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

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

**largo:** very slow

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

**note:** a symbol used to indicate a musical tone and designated period of time

**presto:** very fast

**rest:** a symbol that is used to mark silence for a specific amount of time

**rhythmic value:** note value and rest value

**sight-reading:** first attempt to perform a notated musical work

**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

---

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).