

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Come to the Fair

Grade 5

Office of Superintendent of Public Instruction
August 2018



Office of Superintendent of Public Instruction
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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.....	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:

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Come to the Fair

An OSPI-Developed Performance Assessment

Music
Grade 5

Overview

This document contains information essential to the administration of *Come to the Fair*, 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 *Come to the Fair*

The students listen to two different musical selections three times. After listening each time, the students must jot down notes about the tempo, timbre/tone color, and dynamics in each piece of music. The students must then use their notes to compare the two musical selections and describe similarities and differences.

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 9 Grade 5	MU:Re9.1.5	a. Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context, citing evidence from the elements of music.
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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
- ◆ samples of two musical selections, each in a different style
- ◆ an audio player
- ◆ an audiovisual recorder
- ◆ a private performance space for recording (if available)

Guidelines

This assessment is an individual performance.

- ◆ Choose two musical selections from world-music recordings in your personal or professional libraries. (Choose music that you enjoy using or have used previously with your students.) Be sure that the samples of music that you select have both similarities and differences of tempo, timbre/tone color, and dynamics.
- ◆ Identify the two musical selections and composers. Put this information on the first page of the student-response sheets prior to making copies of the student's task, rubric, response sheets, and glossary of terms.
- ◆ Copy the student's task, including the rubric, response sheets, and glossary of terms. Make one set of copies for each student.
- ◆ When reproducing the response sheets, we recommend that you not copy the two pages back-to-back.
- ◆ 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.
- ◆ Play the two musical selections three times. Each time that you play the selections, give the students three minutes to take notes.

- ◆ 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. Students who are being recorded must be coached 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 their responses to the teacher or an instructional aide, who will write them down.
- ◆ If you make a video recording, the recorder must be set up in a defined space so that the performer can be seen at all times.
- ◆ Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.

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

- 10 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.
- 30 minutes: The teacher plays each musical selection three times, allowing adequate time in between for the students to take notes.
- 5 minutes: The teacher collects all materials.

Day 2

- 5 minutes: The teacher distributes all materials to the students.
- 20 minutes: The students complete their responses (for either a written or oral response) based on their notes.
- 5 minutes: The teacher collects all responses.

Day 3

- 30 minutes: (Optional) The teacher records the responses of students who need to respond orally.
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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 *Come to the Fair*.”
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: *Come to the Fair* (Grade 5)
- Assessment rubric
- Response sheets (optional)

Come to the Fair

The World Cultural Fair is a traveling concert series with musicians from all over the world. You are a critic for a local newspaper. The newspaper's editor has asked you to write a review of the upcoming concert series. To help you prepare, the editor gives you samples of two musical selections that were played at a previous performance of the concert series. Each selection was composed by a different musician/composer.

You will listen to each musical selection three times. Each time the selections are played, the editor will give you a moment to write notes about the musical elements used in each piece—specifically, listen for tempo, timbre/tone color, and dynamics. You will use your notes to compare and contrast the two musical selections.

Your Task

First, listen to the musical selections—

The newspaper's editor explains that you must meet the following requirements when listening to the two recorded performances:

- Listen to each of the two musical selections three times.
- Listen for the tempo, timbre/tone color, and dynamics of each performance and make notes about these elements.

Second, prepare your response—

The editor explains that you must meet the following requirements when responding:

- Select one of the musical elements for which you listened:
 - tempo
 - vocal and/or instrumental timbre/tone color
 - dynamics
- Give an example of how this musical element is similar in both performances.
- Select a second musical element (tempo, vocal and/or instrumental timbre/tone color, or dynamics).
- Give an example of how this musical element is different in each performance.
- Use the vocabulary of music correctly in your responses.

Each time that the selections are played, the editor will give you time to write notes. You will then be given time to use your notes to complete your responses.

Come to the Fair

	4 Points	3 Points	2 Points	1 Point
Responding	<p>Using appropriate vocabulary, the student demonstrates a thorough understanding of the musical elements by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> ◆ Correctly identifies the musical elements in the selections of music. ◆ Identifies one musical element and gives an example of how this element is similar in both performances. ◆ Identifies a second musical element and gives an example of how this element is different in both performances. ◆ Uses the vocabulary of music correctly. 	<p>Using appropriate vocabulary, the student demonstrates an adequate understanding of the musical elements by meeting three of the four requirements listed at left.</p>	<p>Using appropriate vocabulary, the student demonstrates a partial understanding of the musical elements by meeting two of the four requirements listed at left.</p>	<p>Using appropriate vocabulary, the student demonstrates a minimal understanding of the musical elements 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:

Responding Score 4 3 2 1

Notes

Use the chart below to write notes about the two musical selections and the elements of music in each selection. (Your notes will not be scored.)

Musical Selection #1	Musical Selection #2
Title of Music & Name of Composer:	Title of Music & Name of Composer:
Tempo:	Tempo:
Timbre/Tone Color:	Timbre/Tone Color:
Dynamics:	Dynamics:

Responses

1. Name one musical element (tempo, timbre/tone color, or dynamics) that is similar in both musical selections:

Using your notes, give an example of how this musical element is similar in both musical selections:

2. Name another musical element (tempo, timbre/tone color, or dynamics) that is different in each musical selection:

Using your notes, give an example of how this musical element is different in each musical selection:

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

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

forte (f): loud

fortissimo (ff): very loud

largo: very slow

mezzo-forte (mf): medium loud

mezzo-piano (mp): medium quiet

pianissimo (pp): very quiet

piano (p): quiet (soft)

presto: very fast

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

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

Terms in italics are reproduced from the glossary of the National Core Arts: Music Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Music by Grade Level* (2017).