

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Music

# Commercial Jingle

Grade 8

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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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# Commercial Jingle

An OSPI-Developed Performance Assessment

Music  
Grade 8

## Overview

This document contains information essential to the administration of *Commercial Jingle*, 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 *Commercial Jingle*

Each student composes and performs a jingle advertising a new product. The composition is to be in AB form and should demonstrate the student's understanding of how tempo, rhythm, and dynamics relate to the new product.

After practicing the jingle, the student performs it for the teacher. Students must also describe their jingles.

## 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 1</b> Grade 8	MU:Cr1.1.E.8	a. Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
<b>Anchor 2</b> Grade 8	MU:CR2.1.E.8	a. Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. b. Preserve draft compositions and improvisations through standard notation and audio recording.
<b>Anchor 3.1</b> Grade 8	MU:Cr3.1.E.8	a. Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.
<b>Anchor 3.2</b> Grade 8	MU:Cr3.2.E.8	a. Share personally-developed melodies and rhythmic passages—individually or as an ensemble—that demonstrate understanding of characteristics of music or texts studied in rehearsal.
<b>Anchor 4.1</b> Grade 8	MU:Pr4.1.E.8	a. Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
<b>Anchor 4.2</b> Grade 8	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> Grade 8	MU:Pr4.3.E.8	a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
<b>Anchor 5</b> Grade 8	MU:Pr5.1.E.8	a. Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
<b>Anchor 6</b> Grade 8	MU:Pr6.1.E.8	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. b. Demonstrate an understanding of the context of the 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, rubrics, and glossary of terms (one set for each student)
- ◆ copies of the student-response sheets (one set for each student)
- ◆ pencils and erasers
- ◆ a variety of instruments (piano/keyboard, band, orchestra, and barred)
- ◆ private rehearsal space(s) (recommended)
- ◆ private performance space (recommended)
- ◆ an audiovisual recorder

### Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task and glossary of terms. Make one set of copies for each student.
- ◆ Permit students to choose the type of product and commercial for which they will write their jingles.
- ◆ Allow each student to choose the appropriate key signature for the student's voice or instrument. Your assistance may be needed, depending upon the student's abilities.
- ◆ Provide a variety of instruments (piano/keyboard, band, orchestra, and barred).
- ◆ Students may perform using voice or instrument. If a student chooses to use voice, the student's musical composition must be able to be sung; if the student chooses an instrument, the composition must be suited to that instrument.
- ◆ If you make a video recording of students' performances, the recorder must be set up in a defined space so that the performer can be seen at all times.
- ◆ Students must complete their response sheets after they perform. Students who respond in writing should include their names/numbers on their response sheets.
- ◆ Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.

- ◆ 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 must have a copy of the response sheet when being recorded. 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.
- ◆ 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.

## Scoring Notes

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

- ◆ “Readable and performable” means students should take their time when writing their final drafts: Students should not lose points due to sloppy mistakes, such as extended bar lines, stems that are too short or too long, or other compositional techniques that are not standard practice. Perfected manuscript writing is not the focus.
- ◆ If a student forgets to place a stem in the final draft, but performs the rhythm correctly, then give the student credit. The teacher can monitor each student’s progress and continually encourage students to check their work.
- ◆ The placement of articulation items will not be scored.
- ◆ The quality of the whole performance will override any minor notation errors. (For example, two incorrect measures out of eight would not be credited.)
- ◆ Lack of breath support is considered a fundamental error in appropriate techniques.
- ◆ If the teacher allows a student to start over, it is not considered an interruption.
- ◆ If you are unable to see the student’s technique (hands, posture, etc.) due to camera angle, the point should be given.
- ◆ If the jingle that the student created is not original, the student receives no score (NS).

## 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 **four-day** suggested timeframe:

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### Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions and distributes the response sheets.
- 25 minutes: The students begin creating their jingles and notating them on the staff paper.
- 5 minutes: The teacher collects all materials.

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### Day 2

- 5 minutes: The teacher distributes the response sheets to the students.
- 20 minutes: The students complete their jingles.
- 15 minutes: The students rehearse their jingles.
- 5 minutes: The teacher collects all materials.

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### Day 3

- 5 minutes: The teacher distributes the response sheets to the students.
- 15 minutes: The students rehearse their jingles.
- 25 minutes: The teacher may visually record each student's performance. Students complete the response sheets after they perform.

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### Day 4

- 5 minutes: The teacher distributes the response sheets to the students.
  - 25 minutes: The teacher may continue recording students' performances. The students complete the response sheets after they perform.
  - 15 minutes: The teacher may record any students who respond orally.
-

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 *Commercial Jingle*.”
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: *Commercial Jingle* (Grade 8)
- Assessment rubric
- Response sheets (optional)

# Commercial Jingle

A new company is sponsoring a radio show in which students will perform a short jingle about the company's product. Your class has been selected to perform on the radio show.

The manager of the radio station would like each member of your class to compose and perform a jingle in AB form. Your composition should demonstrate your understanding of how tempo, rhythm, and dynamics relate to the new product. The manager will give you time to practice before you perform your jingle. You must also describe your jingle to the manager.

## Your Task

**First, create your jingle—**

The manager of the radio station explains that you must meet the following requirements when creating your jingle:

- Select a name for the new product.
- Compose an original jingle that has only A and B sections (AB form). The A section must be either 4 or 8 measures long. The B section must be a rhythmically contrasting section and either 4 or 8 measures long.
- Notate your jingle on staff paper so that anyone can read and perform it.
- Choose the appropriate clef (treble clef, bass clef, alto clef) for your voice or instrument.
- Use standard notation for the instrument of your choice.
- Choose a key signature.
- Choose a time signature.
- Use the correct number of beats in each measure.
- Demonstrate correct bar line placement.
- Create a composition consisting of at least 8 measures.
- Use each of the following musical elements in your jingle:
  - tempo
  - rhythm
  - dynamics
- Correctly label each section of your jingle using the letters A and B.

## **Second, perform your jingle—**

The manager of the radio station explains that you must meet the following requirements when you perform your jingle:

- Use your voice or instrument of choice.
- Demonstrate appropriate performance skills:
  - Introduce yourself while looking at the audience.
  - Introduce the name of the product.
  - Perform without noticeable interruption.
  - Perform and express the composition as notated, using tempo, rhythm, and dynamics.
  - Use proper posture.
  - Demonstrate appropriate techniques with your voice or the instrument of your choice.
  - Have clear phrasing throughout the performance.
  - Maintain focus on your performance.
  - Acknowledge the audience at the end of the performance.

## **Third, prepare your response—**

The manager of the radio station explains that you must meet the following requirements when you respond to questions and prompts about your performance:

- Identify how you used each of the musical elements in your musical composition and in your performance.
- Describe how those elements portray the characteristics of the new product.
- Use the vocabulary of music correctly.

You will create your jingle and notate it on staff paper. You will also have time to practice before you perform the jingle for your teacher. Your performance may be visually recorded. After your performance, you will have additional time to respond to prompts and questions about your jingle.

*Commercial Jingle*

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student fulfills four or five of the following five requirements, thereby demonstrating a thorough understanding of composition that is readable and performable:</p> <ul style="list-style-type: none"> <li>◆ Creates and labels a jingle in AB form, with each section consisting of 4 or 8 measures.</li> <li>◆ Notates the composition with an appropriate clef, key, and time signature and puts each in its correct location.</li> <li>◆ Correctly notates and places notes and rests on the staff.</li> <li>◆ Uses the correct number of beats and bar placement for each measure.</li> <li>◆ Correctly notates and places the expressive and musical elements (rhythm, as well as tempo and dynamic markings).</li> </ul>	<p>The student fulfills three of the five requirements listed at left.</p>	<p>The student fulfills two of the five requirements listed at left.</p>	<p>The student fulfills one of the five requirements listed at left.</p>
Performing	<p>The student fulfills at least four of the five requirements listed below, thereby demonstrating a thorough understanding of how to perform for a selected purpose:</p> <ul style="list-style-type: none"> <li>◆ Demonstrates appropriate performance skills.</li> <li>◆ Performs rhythms as notated.</li> <li>◆ Performs pitches as notated.</li> <li>◆ Performs the expressive elements of the music.</li> <li>◆ Uses appropriate performance techniques with the voice or instrument of choice.</li> </ul>	<p>The student fulfills three of the five requirements listed at left.</p>	<p>The student fulfills two of the five requirements listed at left.</p>	<p>The student fulfills one of the five requirements listed at left.</p>
Responding	<p>The student demonstrates a thorough understanding of the responding process by fulfilling all four of the following requirements:</p> <ul style="list-style-type: none"> <li>◆ Identifies how tempo was used in the composition/performance, and how it portrays a characteristic of the product.</li> <li>◆ Identifies how rhythm was used in the composition/performance, and how it portrays a characteristic of the product.</li> <li>◆ Identifies how dynamics were used in the composition/performance, and how it portrays a characteristic of the product.</li> <li>◆ Uses musical vocabulary throughout the response.</li> </ul>	<p>The student fulfills three of the four requirements listed at left.</p>	<p>The student fulfills two of the four requirements listed at left.</p>	<p>The student fulfills 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:

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

**Draft**

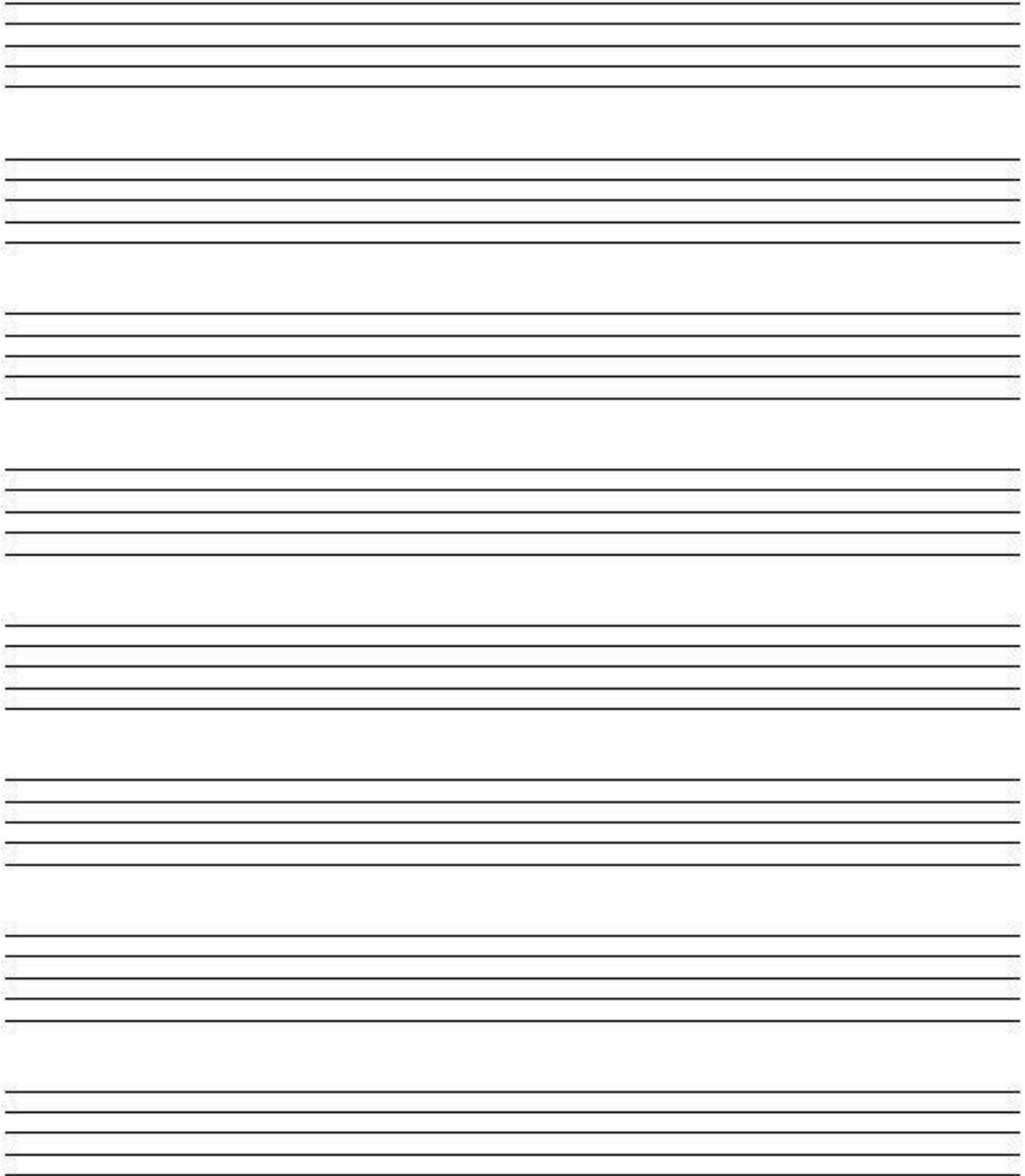
Compose a draft of your jingle. Each section (A and B) should be 4 or 8 measures long.



## Final Copy

Copy your draft to the staff paper below. This will be your final copy.

Name of jingle:



Ten blank musical staves, each consisting of five horizontal lines, provided for writing the final copy of the jingle.

## Response

Describe your jingle by filling in the chart below.

<b>Identify and describe your use of the following three elements within your musical composition/performance:</b>	<b>Describe how the musical elements portray the characteristics of the new product:</b>
tempo:	
rhythm:	
dynamics:	

## 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

**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

**jingle:** a musical advertisement

**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

***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

***phrasing:*** performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

***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

***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

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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).