

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5 Music
Cartoon Soundtrack**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music, **Grade 5, Cartoon Soundtrack**. Prior to administration, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

Test Administration Expectations

- This assessment item is to be incorporated into classroom instruction.
- This assessment item is to be administered in a safe, appropriately supervised environment following district policy and procedures.
- Accommodations based upon student IEP or 504 plan determine the administration of this assessment.

Description of the Performance Assessment

Students taking this performance assessment will respond to a performance task.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Response sheets are provided for notes and work. All written work must be completed on these student response sheets.

Materials and Resources

Teachers will need the following materials and resources to complete this performance assessment:

- classroom set of reproduced student tasks, including the glossary of terms,
- classroom set of workspace and final product sheets,
- pencils and erasers,
- a variety of unpitched percussion instruments,
- a classroom setup with performance and audience area, and
- video recording device and tape.

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- Some unpitched percussion instruments are rhythm sticks, maracas, hand drum, tambourine, etc.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- Students need to be coached by the teacher to face the video recorder while performing.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students must include their name/number on their response sheet.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classroom and the allotted time periods. **The following three-day model is an example of how to administer the task.** This task should be administered in 2 to 3 days. This sample time frame is based on a 30–45 minute class session for specialist and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **10 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked.
- **15 minutes:** The students create their four measures of rhythm and record them on the workspace and final product sheets.
- **5 minutes:** The teacher collects all materials.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes materials to the students.
- **10 minutes:** The students finish recording their rhythmic pieces on the final product sheet and practice their piece.
- **10 minutes:** The students perform their composition twice while being recorded.
- **5 minutes:** The teacher collects all materials.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes materials to the students.
- **20 minutes:** The teacher records the remaining students. The students perform their composition twice while being recorded.
- **5 minutes:** The teacher collects all materials.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students 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.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: Today you will take the Grade 5 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music entitled “Cartoon Soundtrack.”

Cartoon Soundtrack

The director of a cartoon studio has developed a new character for an upcoming movie. The director is looking for a piece of music with interesting rhythm and dynamics for the movie's soundtrack. You want to be selected to compose music for the soundtrack.

The director has asked that you create and perform a rhythmic piece that is four measures long. The director is interested in your use of rhythm and dynamics. You will have time to practice before performing the piece on an unpitched percussion instrument. The performance should be played without stopping. You will have two chances to perform the selection while being videotaped.

The director explains that you should meet the following task requirements when creating your rhythmic piece:

- Write your piece in the blank **measures** provided.
- Use a 4/4 **time signature** and include the correct number of **beats** in **each** measure.
- Use **each** of the following **notes** and **rests** at least once to create a varied rhythm:
 - half note,
 - quarter note,
 - **paired eighth notes**, and
 - quarter rest.
- Use both *p*—piano (quiet) and *f*—forte (loud) at least once in your piece.
- Write these dynamic markings (*p* and *f*) under the rhythmic **notation**.

The director explains that you must meet the following task requirements when performing your composition:

- Use **unpitched percussion instruments** for your performance (e.g., rhythm sticks, maracas, hand drum, tambourine, etc.).
- Play the piece exactly as you wrote it with the correct **note values**, **rest values**, and **dynamics**.
- Play the **rhythm** with a steady beat.

You will have 15 minutes to create your four measures of rhythm and write the rhythm on the provided student response sheet. You will have time to practice your piece two times prior to being videotaped.



Student Name/Number: _____



Grade Level: _____

Teacher: _____



Workspace


Directions: Use the space below for your workspace. Remember, your workspace will not be scored.

①  ② 

③  ④ 

Notation for nonpitched instruments

quarter note =  quarter rest = 

paired eighth note = 

Dynamic Markings

piano (quiet) = *p*

forte (loud) = *f*

Student Name/Number: _____

Grade Level: _____

Teacher: _____

Final Product

Directions: Use the space below for your final product. **Your final product will be scored.**

①

44

②

19

③

44

④

STOP

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 5
Cartoon Soundtrack
Music Glossary

beat—the steady pulse in music

dynamics—the loudness and quietness of sound

pianissimo (*pp*)—very quiet

piano (*p*)—quiet

mezzo-piano (*mp*)—medium quiet

mezzo-forte (*mf*)—medium loud

forte (*f*)—loud

fortissimo (*ff*)—very loud

measure—the space between the bar lines

notation—the writing of notes and symbols

note—a symbol used for a musical tone

note value—a symbol used to show how long a tone should be held: expressed as a whole and its parts, including half note, quarter note, eighth note, etc.

paired eighth notes—two eighth notes barred together

rest—a symbol used to mark a period of silence for a specific amount of time

rhythm—the pattern of musical movement through time

time signature—figures written on the staff at the beginning of the composition showing the number of beats used in a measure and what type of note equals one beat

unpitched instrument—the alternative definition for some percussive instruments

Grade 5 Cartoon Soundtrack Rubrics

Creating Rubric (1.1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of rhythm and steady beat by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"> • writes a four measure piece with four beats in each measure, • uses each of the following notes and rests at least once in the rhythmic piece: <ul style="list-style-type: none"> • half note, • quarter note, • paired eighth notes, and • quarter rest. • writes the dynamic marking of piano (<i>p</i>) under the rhythmic notation, and • writes the dynamic marking of forte (<i>f</i>) under the rhythmic notation.
3	A 3-point response: The student demonstrates an adequate understanding of rhythm and steady beat by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of rhythm and steady beat by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of rhythm and steady beat by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of rhythm and steady beat by meeting none of the four task requirements listed above.

Performing Rubric (1.1.1)

4	A 4-point response: The student demonstrates a thorough understanding of rhythm and dynamics by meeting the two task requirements listed below: <ul style="list-style-type: none">• performing rhythms as written, and• performing dynamics as written.
3	A 3-point response: The student demonstrates an adequate understanding of rhythm and dynamics by: <ul style="list-style-type: none">• performing with one or two rhythmic errors, and• performing dynamics as written. OR <ul style="list-style-type: none">• performing rhythm as written, and• performing without dynamics as written.
2	A 2-point response: The student demonstrates a partial understanding of rhythm and dynamics by: <ul style="list-style-type: none">• performing with three or four rhythmic errors, and• performing dynamics as written. OR <ul style="list-style-type: none">• performing with one or two rhythmic errors, and• performing without dynamics as written.
1	A 1-point response: The student demonstrates a minimal understanding of rhythm and dynamics by: <ul style="list-style-type: none">• performing with five or more rhythmic errors, and• performing dynamics as written. OR <ul style="list-style-type: none">• performing with three or four rhythmic errors, and• performing without dynamics as written.
0	A 0-point response: The student demonstrates no understanding of rhythm and dynamics by performing the rhythm with six or more errors and not performing the dynamics as written, or is unable or unwilling to perform the exercise.