

**Directions for Administering the  
Washington Classroom-Based Performance Assessment (WCBPA)  
Arts Performance Assessment  
Grade 5 Music  
Come to the Fair**

**Introduction**

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music, **Grade 5, Come to the Fair**. 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 and a series of short-answer questions.

- Response sheets are provided for notes and work. All written work must be completed on these student response sheets.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and to document each student's performance.

**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 reproduced student response sheets,
- two samples of musical selections in different styles,
- pencils and erasers, and
- audio and/or video recording device and tape (if needed for individual students).

## Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Select two musical selections that contain both similarities and differences of tempo, vocal and/or instrumental timbre, and dynamics.
- Identify the two musical selections and composers selected for this assessment. Put this information on the student response sheet prior to copying the classroom set of student task directions, glossary of terms, and student response sheets.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets from this booklet.
- When reproducing the response sheets, please do not copy the two pages back-to-back.
- Play the two musical selections three times, allowing 3 minutes for students to take notes after each playing of the two selections.
- Video setup needs to be in a defined space so the performer can be seen at all times.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Students who respond in writing must include their name/number on the 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 and distributes all materials.
- **15 minutes:** The teacher plays each musical selection one time. The teacher allows 3 minutes between playings for students to take notes.
- **5 minutes:** The teacher collects all materials.

**Day Two Estimated Time:**

- **5 minutes:** The teacher distributes all materials to the students.
- **20 minutes:** The students complete their response based on their notes for either their written or videotaped response.
- **5 minutes:** The teacher collects all student responses.

**Day Three Estimated Time:**

- **30 minutes:** The teacher videotapes any students who respond verbally.

**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 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 “Come to the Fair.”**

## Come to the Fair

The World Cultural Music Fair is a traveling concert series with musicians from all over the world. You are a music critic for a local newspaper. The newspaper editor has asked you to write a review of the upcoming concert series. To help you prepare for your review, the newspaper editor gives you a sample of two musical selections that have been played during a previous performance of the concert series.

The two musical selections the newspaper editor has given you are composed by two different musicians/composers. The editor requires that you listen to each musical selection. After you have listened to each musical selection, the editor will give you time to take notes about the musical elements used in each piece. Then you will need to use your notes to compare and contrast the two musical selections.

The newspaper editor explains that you must meet the following task requirements when listening to the performance:

- Listen to each of the two musical selections.
- Listen for the **tempo** of the performance the first time it is played.
- Take notes about the tempo of the performance.
- Listen for the vocal and/or instrumental **timbre** of the performance the second time it is played.
- Take notes about the vocal and/or instrumental timbre of the performance.
- Listen for the **dynamics** of the performance the third time it is played.
- Take notes about the dynamics of the performance.

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

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

After each time the music samples are played, you will have 3 minutes to take notes on the student response sheet. You will have 20 minutes to complete your response based on your notes.

Student Name/Number: \_\_\_\_\_

Grade Level: \_\_\_\_\_

- 1) Use the chart below when taking notes about the two musical selections and the elements of music in each selection. Your notes will not be scored.

<b>Music Selection #1</b> Title and Composer of Music: _____	<b>Music Selection #2</b> Title and Composer of Music: _____
Tempo:	Tempo:
Timbre:	Timbre:
Dynamics:	Dynamics:

**2) Name the element of music you chose (tempo, timbre, dynamics) that is similar in both musical selections:**

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

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**3) Name the element of music you chose (tempo, timbre, dynamics) that is different in each musical selection:**

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

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**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 5**  
**Come to the Fair**  
**Music Glossary**

**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

**expression**—the use of the elements of music (such as tempo, dynamics, etc.) that create a mood or feeling

**music elements**—the basic components that make up a musical work: beat/rhythm, expression (dynamics, style, tempo, phrasing), form, harmony, melody, notation, pitch, texture, timbre/tone color

**tempo**—the pace at which a piece of music is performed

**largo**—very slow

**andante**—medium slow

**allegro**—fast

**presto**—very fast

**timbre**—the unique sound of an instrument or voice

**tone color**—the shading (e.g., bright or dark) of the sound of an instrument or voice

**Grade 5  
Come to the Fair  
Rubric**

**Responding Rubric (1.3)**

4	A 4-point response: Using appropriate music vocabulary, the student demonstrates a thorough understanding of the elements of music by meeting all of the four following task requirements listed below: <ul style="list-style-type: none"><li>• identifies one element of music,</li><li>• gives an example of how this element is similar in both performances,</li><li>• identifies a second element of music, and</li><li>• gives an example of how this element is different in each performance.</li></ul>
3	A 3-point response: Using appropriate music vocabulary, the student demonstrates an adequate understanding of the elements of music by meeting three of the four task requirements listed above.
2	A 2-point response: Using appropriate music vocabulary, the student demonstrates a partial understanding of the elements of music by meeting two of the four task requirements listed above.
1	A 1-point response: Using appropriate music vocabulary, the student demonstrates a minimal understanding of the elements of music by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the elements of music by meeting none of the four task requirements listed above.