

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8 Music
Music Review**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music, **Grade 8, Music Review**. 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.

- Response sheets are provided for notes and work. All written work must be completed on these response sheets.

Materials and Resources

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

- classroom set of reproduced student task directions, including the glossary of terms,
- classroom set of reproduced student response sheets,
- comfortable writing surface for students,
- pencils and erasers,
- appropriate musical selection (see Teacher Preparation Guidelines),
- CD or cassette player, and
- audio and/or video recording device and tape (if needed for individual students).

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.

- Teachers should select an exemplary recording of music that clearly contains four or more musical elements from the task requirements. Prior to copying, write the name of the composition and the composer at the top of the student response sheet.
- Use a recording of a piece or excerpt of music that is 3 to 4 minutes long.
- When reproducing the student response sheet, do not put the two response pages back-to-back.
- Teachers should play the selection three times on the first day, allowing 3 to 5 additional minutes after each playing so that students can take notes.
- Teachers should play the selection one final time on the second day before the students begin to write their reviews.
- 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 should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their assigned 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 two-day model is an example of how to administer the task.** This task should be administered in 1 to 2 days. This sample time frame is based on a 45–60 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:

- **15 minutes:** The teacher provides the class with the task and reads it aloud. The students should be provided with the Student Task Directions, the glossary of terms, and the note-taking page. The students may ask questions. The teacher answers any questions asked.
- **25 minutes:** The teacher plays the selection three times, allowing 3 to 5 minutes after each playing for note taking.
- **5 minutes:** The teacher collects all materials.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes all materials to the students including the note-taking page and the final review page. The teacher plays the selection one final time.
- **20 minutes:** The students complete their reviews.
- **5 minutes:** The teacher collects reviews of students who respond in writing.
- **15 minutes:** The teacher videotapes 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 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.

Students are not being assessed on their writing ability. They are being assessed on their knowledge and application of the elements of music using the responding process.

Say: Today you will take the Grade 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music entitled "Music Review."

Music Review

You are working after school at a local music store. The owner wants to add a new section to the store website—a section reviewing the musical characteristics of CDs, performers, and individual songs. The owner has chosen you to be the reviewer for this website.

The owner would like you to complete a sample music review. You will be given one music selection to review. You will need to listen to a music selection and take notes about the musical characteristics in the piece. You will then use your notes to write a review of the performance discussing the musical characteristics. You will have time to listen to the piece of music before writing the review.

The owner explains that you should meet the following task requirements when listening to the music selection:

- Listen to the music selection at least three times.
- Listen and take notes about the **style** of the music selection the first time it is played.
- Listen and take notes about the **tempo** and **dynamics** of the music selection the second time it is played.
- Listen and take notes about the **timbre/tone color** of the music selection the third time it is played.

The owner explains that you must meet the following requirements in your music review:

- Explain how each of the following musical elements affects the feeling and/or mood of the piece of music:
 - style,
 - tempo and dynamics, and
 - timbre/tone color.
- Use correct music vocabulary and complete sentences.

After the performance is played each time, you will have 3 minutes to take notes on the student response sheet. The owner has given you 30 minutes to complete your review based on your notes.

Note-Taking Page

Composition: _____

Composer: _____

- 1) Use the space below for notes about how each of the following musical characteristics will be used in your review. Use correct music vocabulary. **Remember, your notes will not be scored.**

Take notes about how each of the following musical elements affects the feeling and/or mood of the piece.

Style: _____

Tempo: _____

Dynamics: _____

Timbre/tone color: _____

Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 8
Music Review
Music Glossary

articulation—the degree to which notes are separated or connected, such as staccato or legato

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

form—the basic structure of a musical piece

harmony—sounding two or more tones at the same time

melody—a series of musical notes arranged one after another

music review—a description of how elements of music affect the feeling and/or mood of the listener. The opinion of the writer is usually included in the music review.

purpose—music that is intended for a specific audience, storyline, event, mood, feeling, and/or situation

rhythm—the pattern of musical movement through time

style—the unique manner of a piece of music created by a combination of musical elements such as melody, harmony, and rhythm

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 8
Music Review
Rubric**

Responding—Elements of Music Rubric (1.1.1)

4	<p>A 4-point response: The student demonstrates a thorough understanding of the elements of music by meeting all of the five task requirements listed below:</p> <ul style="list-style-type: none">• appropriately describes the style of the musical selection,• appropriately describes the tempo of the musical selection, using correct music vocabulary (e.g., largo, andante, allegro, presto),• appropriately describes the dynamics of the musical selection, using correct music vocabulary (e.g., pianissimo, piano, mezzo-piano, mezzo-forte, forte, fortissimo),• appropriately describes the timbre/tone color of the musical selection, and• appropriately describes how the musical elements affect the feeling and/or mood of the selection.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the elements of music by meeting four of the five task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the elements of music by meeting three of the five task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the elements of music by meeting one or two of the five task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the elements of music by meeting none of the five task requirements listed above.</p>