

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

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music, **Grade 8, Roller Coaster Fanatic**. 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 creation and notation of a theme. All written work must be completed on these student response sheets.

Materials and Resources

Students 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,
- pencils and erasers,
- variety of piano/keyboard, band, orchestra, and barred instruments,
- private rehearsal space(s),
- private performance space, and
- video recorder 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 found in the Student Task Booklet.

- Students may perform using their voice or any instrument of their choice. The musical composition must be able to be played by this instrument or sung. The melody must stay within one octave.
- Provide a variety of piano/keyboard, band, orchestra, and barred instruments. Examples of barred instruments are glockenspiel, metallophone, xylophone, percussion, keyboard, steel drums, etc.
- The student performances must be videotaped for this assessment.
- Students should have two opportunities to perform the selection while being recorded.
- Students should hand in their rough draft and their final composition after their performance.
- 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.
- Video setup needs to be in a defined space, so the performer can be seen at all times.
- 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 the response sheet.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classrooms and the allotted time periods. **The following four-day model is an example of how to administer the task.** This task should be administered in 3 to 4 days. The time frame is based on a 45–60 minute class session for specialists 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 may ask questions. The teacher answers any questions asked and distributes all materials.
- **25 minutes:** The students begin creating their theme song and notating it on the staff paper on the workspace.
- **5 minutes:** The teacher collects all student responses.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes all materials to the students.
- **20 minutes:** The students transfer their two songs on the final product space.
- **5 minutes:** The teacher collects all student responses.

Day Three Estimated Time:

- **5 minutes:** The teacher distributes final compositions to the students.
- **30 minutes:** The students rehearse their compositions.
- **15 minutes:** The teacher must videotape each student's performance and collect compositions after each performance. Students should have two opportunities to perform while being recorded.
- **5 minutes:** The teacher collects all final compositions.

Day Four Estimated Time:

- **5 minutes:** The teacher distributes final compositions to the students.
- **45 minutes:** The teacher videotapes the remaining student performances.

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 8 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music entitled "Roller Coaster Fanatic."

Roller Coaster Fanatic

The director of a computer company has developed a new computer game called “Roller Coaster Fanatic.” The director is looking for an original theme about the feelings a person would have while riding a roller coaster. You want to be selected to compose the theme for the computer game.

The director requires that you create and perform a composition that demonstrates an understanding of how melodic line, rhythm, dynamics, and tempo create feeling. The director will give you time to compose a rough draft of your composition, and time to transfer this to a final composition. The director will give you time to practice before performing the theme for the computer game.

The director explains that you must meet the following task requirements when creating your theme song:

- Compose an original theme song about the feelings a person would have when riding a roller coaster.
- Notate your theme song on **staff** paper.
- Choose the appropriate clef (treble clef, bass clef, alto clef) for your voice or instrument.
- Use standard music **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 a variety of **notes** to create a varied rhythm:
 - whole note,
 - half note,
 - quarter note, or
 - eighth note.
- Use a variety of **rests** to create a varied rhythm:
 - whole rest,
 - half rest,
 - quarter rest, or
 - eighth rest.
- Write **two** of the following **dynamic markings** under the **notation**:

pp p mp mf f ff

- Use **one** of the following **tempo** markings:
 - largo,
 - andante,
 - allegro,
 - presto,
 - ritardando, or
 - accelerando.

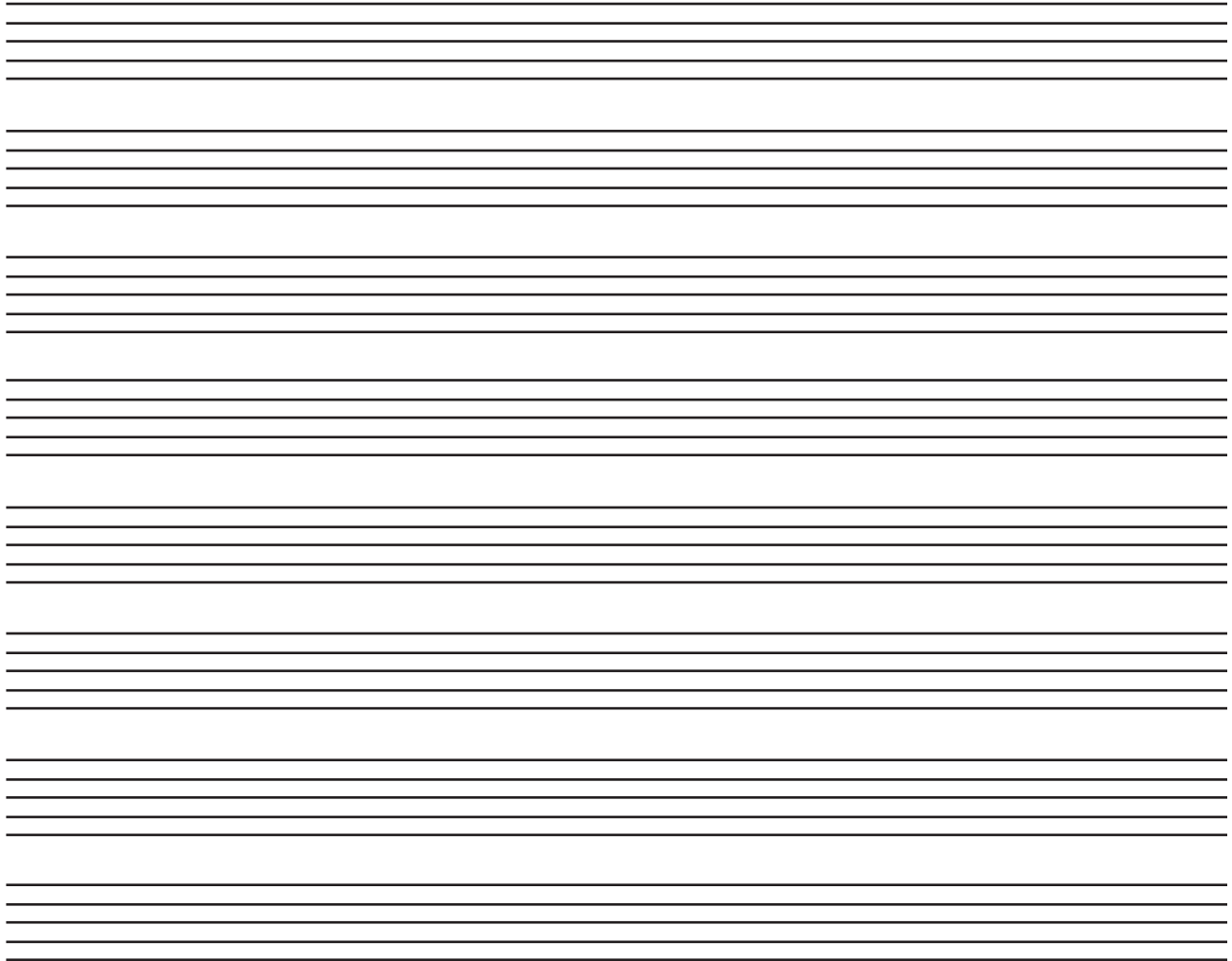
The director explains that you must meet the following task requirements when performing your composition:

- Use your voice or the instrument of your choice.
- Demonstrate appropriate performance skills:
 - keep eye contact with the audience during the introduction,
 - introduce yourself,
 - perform without noticeable interruption,
 - perform the composition as notated,
 - use proper posture,
 - maintain focus on your performance, and
 - bow or nod to the audience at the end of the performance.





You will have 45 minutes to create your theme song and notate it on the staff paper provided in the workspace. You will have 20 minutes to transfer your composition to the final product space. Remember, your workspace will not be scored. You will then have 30 minutes to practice your theme song before performing for your teacher. You will have two chances to perform the selection. Your performance will be videotaped.





Workspace



1) Use the space below for the rough draft of your composition.

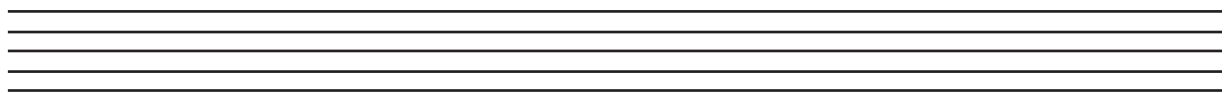
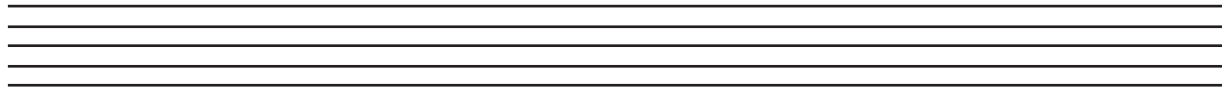
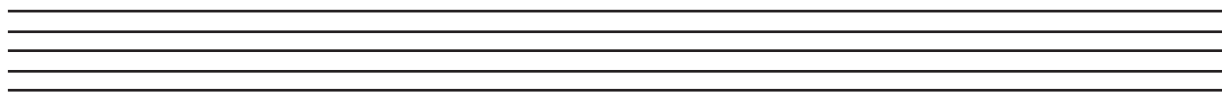
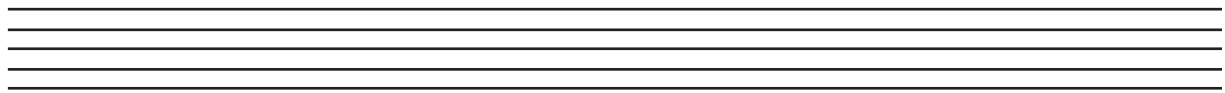
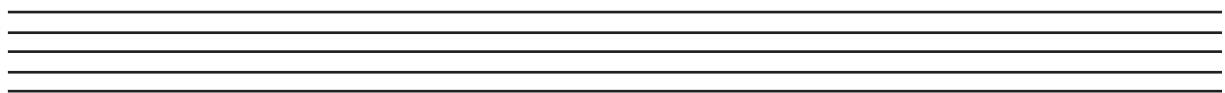
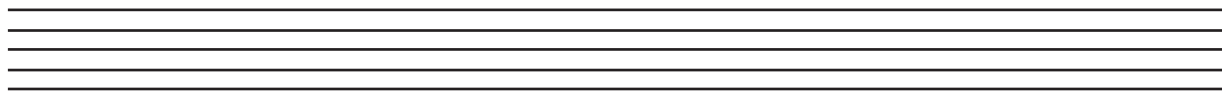
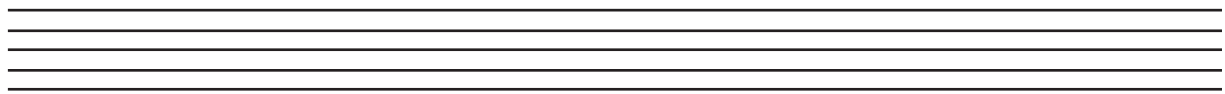
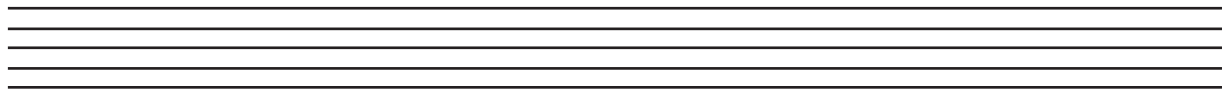
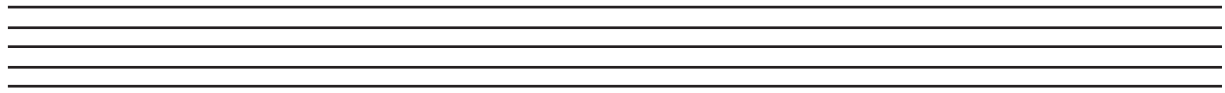
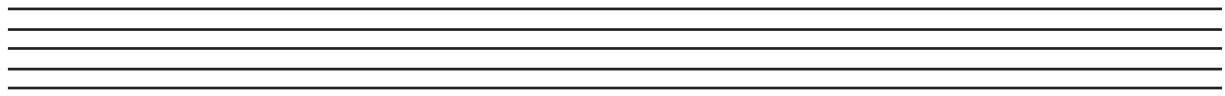


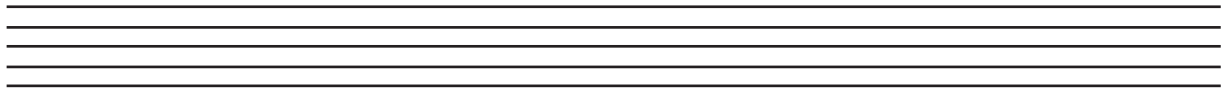
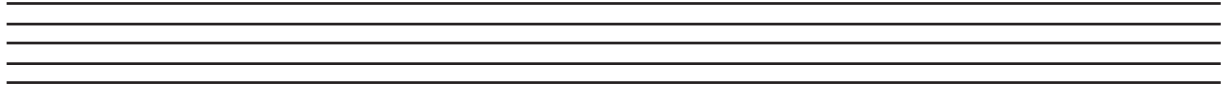
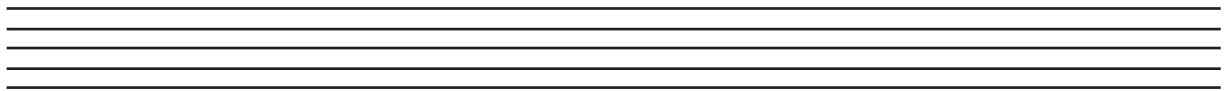
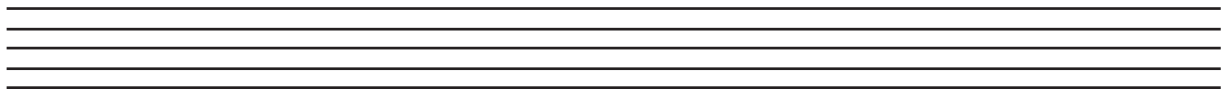
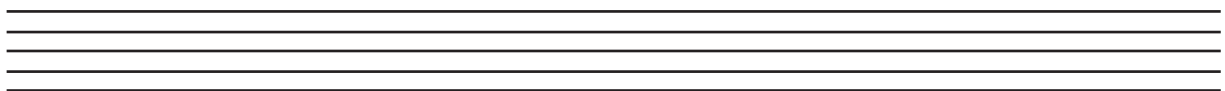
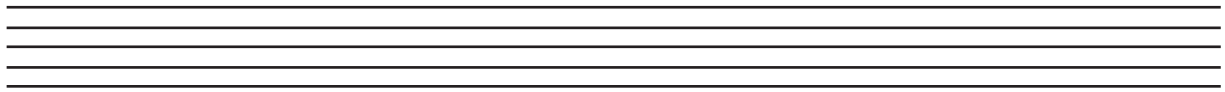
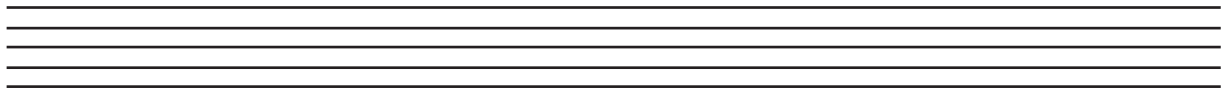
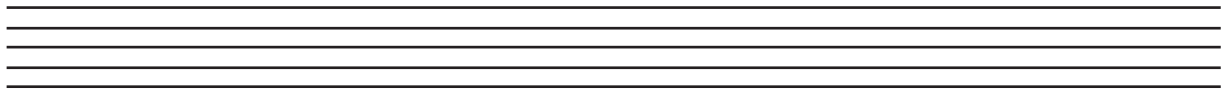
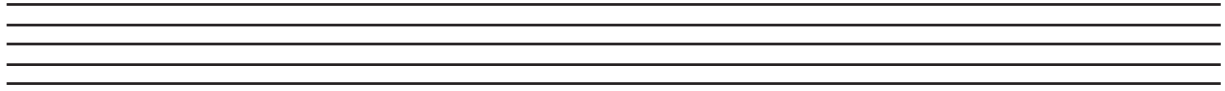
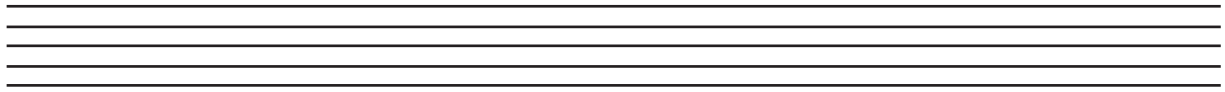
Notation for pitched instruments:

Notes	
	whole note
	half note
	quarter note
	eighth note

Rests	
	whole rest
	half rest
	quarter rest
	eighth rest

Dynamic Markings					
<i>pp</i>	<i>p</i>	<i>mp</i>	<i>mf</i>	<i>f</i>	<i>ff</i>
softest			loudest		
crescendo =					
diminuendo =					





Washington Classroom-Based Performance Assessment (WCBPA)
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Music Glossary

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; the two dots surrounding the fourth line indicate a note written on that line is F

beat—the steady pulse in music

composition—the act of arranging the elements of music to create a musical piece

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 bar lines

notation—a writing system of symbols to indicate pitch, duration, and the writing of notes and symbols

note—a symbol used for a musical tone

note values—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.

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

rhythm—the way a pattern of sounds moves through time

staff—a set of lines and spaces used in writing music to indicate the pitches; usually five lines and four spaces

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

ritardando—gradual delay of time

accelerando—gradually becoming faster

largo—very slow

andante—medium slow

allegro—fast

presto—very fast

time signature—figures written on the staff at the beginning of the composition showing 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; the curl of the clef surrounding the second line indicates a note written on that line is G