

**Scoring Guide**  
**Grade 8**  
**Music**  
**Roller Coaster Fanatic (2005)**

## Introduction to the Scoring Guide

This booklet includes a training set of exemplar student responses. The responses will be used to instruct teachers how to score student responses using the rubrics provided.

### Rubrics

#### Creating—Notation Rubric (1.1.2)

4	A 4-point response: The student demonstrates a thorough understanding of notation by meeting four or five of the five task requirements listed below: <ul style="list-style-type: none"><li>• notates a composition using a variety of notes and rests of at least 8 measures on staff paper,</li><li>• uses standard notation (e.g., time signature, key signature, bar lines, stems),</li><li>• uses the correct number of beats in each measure based on the chosen time signature,</li><li>• writes two dynamic markings under the rhythmic notation, and</li><li>• uses one or more tempo markings.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of notation by meeting three of the five task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of notation by meeting two of the five task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of notation by meeting one of the five task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of notation by meeting none of the five task requirements listed above.

#### Performing—Arts Skills and Techniques Rubric (2.2)

4	A 4-point response: The student demonstrates a thorough understanding of the performance process by meeting all of the four task requirements listed below: <ul style="list-style-type: none"><li>• demonstrates the relationship and interactive responsibilities of the performer and audience,</li><li>• performs composition as notated,</li><li>• demonstrates appropriate performance techniques (including proper posture) with the voice or instrument of choice, and</li><li>• maintains focus and performs without interruption.</li></ul>
3	A 3-point response: The student demonstrates an adequate understanding of the performance process by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of the performance process by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of the performance process by meeting one of the four requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the performance process by meeting none of the four task requirements listed above.

## **Exemplar Responses and Annotations**

### **Student Samples Scoring Note**

Some of the samples include student work that illustrates how students interpreted the directions. Student responses are authentic and may contain spelling errors in order to demonstrate the type of response a teacher would see and score. Authentic work during scoring training allows scorers to see that grammar and spelling are not considered when a score is given, unless the scorer is unable to interpret its meaning.

### **Purpose of Exemplar Set**

The set of exemplar papers is made up of examples of student responses that represent each score point. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.





Workspace

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





*ff allegro*

Notation for pitched instruments:

**Notes**

-  whole note
-  half note
-  quarter note
-  eighth note


**Rests**


-  whole rest
-  half rest
-  quarter rest
-  eighth rest

**Dynamic Markings**

*pp p mp mf f ff*

softest 
→
 loudest

crescendo = 

diminuendo = 

### Final Composition

2) Use the space below for your final composition.

Handwritten musical notation on three staves. The first staff is in bass clef with a treble clef sign, marked "Allegro" and "fp". The second staff is in treble clef with a "p" dynamic marking. The third staff is in treble clef. The music consists of eighth and quarter notes.

A series of 15 empty musical staves for student composition.

## **Exemplar #1 Annotation**

### **Creating—Notation Rubric Score: 4**

This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets all five of the task requirements: the student notates a composition (using a variety of notes and rests) of at least 8 measures on staff paper, uses standard notation (even though the whole rest is incorrect), uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting all five task requirements earns the performance four points on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 4**

This performance earns the score of 4 on the Performing—Art Skills and Techniques Rubric for demonstrating a complete understanding of performance process by meeting all four of the task requirements: the student uses appropriate audience conventions, performs the composition as notated (the quality of the performance overshadows the small rest error in measure 7), demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. Meeting all four task requirements earns the performance four points on this rubric.





Workspace

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





*allegro*

Notation for pitched instruments:

**Notes**

-  whole note
-  half note
-  quarter note
-  eighth note


**Rests**


-  whole rest
-  half rest
-  quarter rest
-  eighth rest

**Dynamic Markings**

*pp p mp mf f ff*

softest 
→
 loudest

crescendo = 

diminuendo = 

### Final Composition

2) Use the space below for your final composition.

The image shows a handwritten musical score on a staff. The tempo is marked "allegro" in the top left. The time signature is 4/4. The key signature has one flat (B-flat). The notation includes various notes, rests, and dynamic markings: *mp*, *cresc.*, *f*, *mf*, *ff*, *p*, and *mp*. There are also accents (>) and a breath mark (h) at the end. Below the staff are several empty staves for composition.



## **Exemplar #2 Annotation**

### **Creating—Notation Rubric Score: 4**

This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets all five of the task requirements: the student notates a composition (using a variety of notes and rests) of at least 8 measures on staff paper, uses standard notation, uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting all five task requirements earns the performance four points on this rubric.











### **Performing—Art Skills and Techniques Rubric Score: 3**

This performance earns the score of 3 on the Performing—Art Skills and Techniques Rubric for demonstrating an adequate understanding of performance process by meeting three of the four task requirements: the student uses appropriate audience conventions, demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. No further credit can be awarded because the performance is not performed as notated (there are rhythmic errors). Meeting three of the four task requirements earns the performance three points on this rubric.

### Workspace

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

### Notation for pitched instruments:

Notes	Rests	Dynamic Markings
 whole note	 whole rest	<i>pp</i> <i>p</i> <i>mp</i> <i>mf</i> <i>f</i> <i>ff</i>
 half note	 half rest	softest <span style="display: inline-block; width: 100px; border-bottom: 1px solid black; position: relative; top: -5px;"> <span style="position: absolute; right: -10px; top: -5px;">→</span> </span> loudest
 quarter note	 quarter rest	crescendo = 
 eighth note	 eighth rest	diminuendo = 

### Final Composition

2) Use the space below for your final composition.

Handwritten musical notation for a piece in D major, 4/4 time, marked *Andante*. The notation includes dynamics like *mf* and *f*, and articulation marks like accents and slurs.

A series of 12 empty musical staves for student composition.

## **Exemplar #3 Annotation**

### **Creating—Notation Rubric Score: 4**

This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets four of the task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting four of the five task requirements earns the performance four points on this rubric. Although it does not affect the overall score, credit is not given for the first bullet on this rubric because the composition does not include a variety of rests.

### **Performing—Art Skills and Techniques Rubric Score: 3**

This performance earns the score of 3 on the Performing—Art Skills and Techniques Rubric for demonstrating an adequate understanding of performance process by meeting three of the four task requirements: the student uses appropriate audience conventions, demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. No further credit can be awarded because the performance is not performed as notated. Meeting three of the four task requirements earns the performance three points on this rubric.





Workspace

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





*Presto* *mf*

Notation for pitched instruments:

**Notes**

-  whole note
-  half note
-  quarter note
-  eighth note


**Rests**


-  whole rest
-  half rest
-  quarter rest
-  eighth rest

**Dynamic Markings**

*pp p mp mf f ff*

softest 
→
 loudest

crescendo = 

diminuendo = 



## **Exemplar #4 Annotation**

### **Creating—Notation Rubric Score: 3**

This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, and uses one or more tempo markings. No further credit can be awarded because the performance does not notate a composition of eight measures with a variety of notes and rests (there is no rest variety) and does not write dynamic markings under the rhythmic notation (they are above). Meeting three of the five task requirements earns the performance three points on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 4**

This performance earns the score of 4 on the Performing—Art Skills and Techniques Rubric for demonstrating a thorough understanding of performance process by meeting all four of the task requirements: the student uses appropriate audience conventions, performs the composition as notated (with one small error), demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. Meeting all four task requirements earns the performance four points on this rubric.





Workspace

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





The image shows a handwritten musical score on a staff. The tempo marking "allegria" is written above the staff. The first measure contains a whole note with a dynamic marking of *mp*. The second measure contains a half note with a dynamic marking of *f*. The third measure contains a quarter note with a dynamic marking of *mp*. The fourth measure contains an eighth note with a dynamic marking of *Mf*. Below the staff, there are several empty staves for writing. A dynamic marking of *ff* is written below the first measure of the empty staves.

Notation for pitched instruments:

**Notes**

-  whole note
-  half note
-  quarter note
-  eighth note


**Rests**


-  whole rest
-  half rest
-  quarter rest
-  eighth rest

**Dynamic Markings**

*pp p mp mf f ff*

softest → loudest

crescendo = 

diminuendo = 



### Final Composition

2) Use the space below for your final composition.

Handwritten musical notation for a final composition. The top staff is in treble clef with a 4/4 time signature and the tempo marking "allegro". It contains a melody starting with a half note G4, followed by quarter notes A4, B4, C5, and a half note D5. A slur covers the next two measures: a quarter note C5 and a quarter note B4. The melody continues with quarter notes A4, G4, F4, E4, and a half note D4. The bottom staff is in bass clef with a 4/4 time signature. It starts with a half note G2, followed by quarter notes A2, B2, and a half note C3. A slur covers the next two measures: a quarter note B2 and a quarter note A2. The piece ends with a half note G2. Dynamic markings include "mp" (mezzo-piano) under the first measure of both staves, "mf" (mezzo-forte) under the first measure of the bass staff, "f" (forte) under the second measure of the bass staff, and "mp" under the final measure of the treble staff.

A series of 18 empty musical staves for writing a final composition.

## **Exemplar #5 Annotation**

### **Creating—Notation Rubric Score: 4**

This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets four of the task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting four of the five task requirements earns the performance four points on this rubric. Although it does not affect the overall score, credit was not given for the first bullet on this rubric because the composition does not include a variety of rests—there is only one rest.

### **Performing—Art Skills and Techniques Rubric Score: 2**

This performance earns the score of 2 on the Performing—Art Skills and Techniques Rubric for demonstrating a partial understanding of performance process by meeting two of the four task requirements: the student uses appropriate audience conventions and maintains focus/performs without interruptions. No further credit can be awarded because the student does not perform as notated (there were no dynamics, notes were missed, and the pulse was inconsistent) and does not demonstrate appropriate performance technique (the instrument is not held correctly). Meeting two of the four task requirements earns the performance two points on this rubric.





Workspace

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





*Kiddie Coaster*

Notation for pitched instruments:

**Notes**

-  whole note
-  half note
-  quarter note
-  eighth note


**Rests**


-  whole rest
-  half rest
-  quarter rest
-  eighth rest

**Dynamic Markings**

*pp p mp mf f ff*

softest 
→
 loudest

crescendo = 

diminuendo = 

### Final Composition

2) Use the space below for your final composition.

*andante* *Kiddie Coaster*

The image shows a handwritten musical score for a piece titled "Kiddie Coaster". The tempo is marked "andante". The music is written on two staves. The first staff uses a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody consists of quarter and eighth notes. The second staff uses a bass clef, the same key signature, and contains a bass line with quarter notes and rests. The piece concludes with a double bar line. Below the first two staves, there are several empty musical staves for student composition.

## **Exemplar #6 Annotation**

### **Creating—Notation Rubric Score: 3**

This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the performance uses standard notation, uses the correct number of beats per measure for the chosen time signature, and uses one or more tempo markings. No further credit can be awarded because the performance does not notate a composition of eight measures with a variety of notes and rests (there is no rest variety) and does not write two dynamic markings under the rhythmic notation (only one is provided). Meeting three of the five task requirements earns the performance three points on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 3**





This performance earns the score of 3 on the Performing—Art Skills and Techniques Rubric for demonstrating an adequate understanding of performance process by meeting three of the four task requirements: the student uses appropriate audience conventions, demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. No further credit can be awarded because the performance is not performed as notated (there are many errors). Meeting three of the four task requirements earns the performance three points on this rubric.

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**

*pp p mp mf f ff*

softest  loudest

crescendo = 

diminuendo = 

### Final Composition

2) Use the space below for your final composition.

Handwritten musical notation on a two-staff system. The top staff is in treble clef with a 4/4 time signature and a forte (f) dynamic marking. It contains a melodic line of eighth and sixteenth notes. The bottom staff is in bass clef and contains a bass line with dynamic markings 'rit.', 'f', and 'p'. The piece concludes with a double bar line and a final chord in the bass staff.

A series of 18 empty musical staves for student composition.

## **Exemplar #7 Annotation**

### **Creating—Notation Rubric Score: 3**

This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, and uses one or more tempo markings. No further credit can be awarded because the performance does not notate a composition of eight measures with a variety of notes and rests (there is only one rest) and does not write two dynamic markings under the rhythmic notation (they are above). Meeting three of the five task requirements earns the performance three points on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 2**

This performance earns the score of 2 on the Performing—Art Skills and Techniques Rubric for demonstrating a partial understanding of performance process by meeting two of the four task requirements: the student uses appropriate audience conventions and performs the composition as notated. No further credit can be awarded because the student does not demonstrate appropriate performance technique (using improper finger techniques) and does not perform without interruption (there is a pause between measures). Meeting two of the four task requirements earns the performance two points on this rubric.







Workspace

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





*allegro*

Notation for pitched instruments:

**Notes**

-  whole note
-  half note
-  quarter note
-  eighth note


**Rests**


-  whole rest
-  half rest
-  quarter rest
-  eighth rest

**Dynamic Markings**

*pp p mp mf f ff*

softest 
→
 loudest

crescendo = 

diminuendo = 

### Final Composition

2) Use the space below for your final composition.

The image shows a musical staff with handwritten notation. The word "allegro" is written above the staff. The notation includes a treble clef, a 4/4 time signature, and several measures of music. The first measure contains a half note G4 and a half note F4, with a dynamic marking of "ff" below. The second measure contains a half note E4 and a half note D4, with a dynamic marking of "p" below. The third measure contains a half note C4 and a half note B3, with a dynamic marking of "ff" below. The fourth measure contains a half note A3 and a half note G3, with a dynamic marking of "ff" below. The fifth measure contains a half note F3 and a half note E3, with a dynamic marking of "ff" below. The sixth measure contains a half note D3 and a half note C3, with a dynamic marking of "ff" below. The seventh measure contains a half note B2 and a half note A2, with a dynamic marking of "ff" below. The eighth measure contains a half note G2 and a half note F2, with a dynamic marking of "ff" below. The notation is enclosed in a hand-drawn box.

## **Exemplar #8 Annotation**

### **Creating—Notation Rubric Score: 3**

This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the student notates a composition using a variety of notes and rests of at least eight measures, uses the correct number of beats per measure for the chosen time signature, and writes dynamic markings under the rhythmic notation. No further credit can be awarded because the performance does not use standard notation (problems with bar line placement and double bars, grand staff) and does not use one or more tempo markings (allagra instead of allegro). Meeting three of the five task requirements earns the performance three points on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 1**

This performance earns the score of 1 on the Performing—Art Skills and Techniques Rubric for demonstrating a minimal understanding of performance process by meeting one of the four task requirements: the student does use appropriate audience conventions, earning one point. No further credit can be awarded because the student does not perform the composition as notated (rhythmic errors throughout, wrong notes played), does not demonstrate appropriate performance technique (tonguing and air support problems), and does not perform without interruption (long pauses before beginning notes). Meeting one of the four task requirements earns the performance one point on this rubric.

### 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 =					

### Final Composition

2) Use the space below for your final composition.

Handwritten musical notation on a grand staff. The top staff is in treble clef with a 4/4 time signature. The bottom staff is in bass clef. The music includes notes, rests, and dynamic markings 'f' and 'p'. Chord letters 'D', 'C', 'F', and 'E' are written below the first few notes of the bass staff. The piece ends with a double bar line.

A series of 12 empty musical staves for composition.

## **Exemplar #9 Annotation**

### **Creating—Notation Rubric Score: 2**

This performance earns the score of 2 on the Creating—Notation Rubric for demonstrating a partial understanding of notation by meeting two of the five task requirements: the student uses the correct number of beats per measure for the chosen time signature and writes dynamic markings under the rhythmic notation. No further credit can be awarded, however, because the performance does not notate a composition with a variety of notes and rests (no rest variety), does not use standard notation (poor placement of clef), and does not use one or more tempo markings (there are no markings). Meeting two of the five task requirements earns the performance two points on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 1**

This performance earns the score of 1 on the Performing—Art Skills and Techniques Rubric for demonstrating a minimal understanding of performance process by meeting one of the four task requirements: the student does maintain focus and perform without interruptions, earning one point. No further credit can be awarded because the student does not use appropriate audience conventions, does not perform the composition as notated (rhythmic errors, changed clefs), and does not demonstrate appropriate performance technique (the student does not change hands correctly). Meeting one of the four task requirements earns the performance one point on this rubric.

### 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 =	<u>greater than</u>				
diminuendo =	<u>less than</u>				

### Final Composition

2) Use the space below for your final composition.

Handwritten musical notation on a staff with a treble clef and a 4/4 time signature. The notation includes notes and letters (C, D, E, F, G, A, B) representing a melody. There are also some scribbles and a lightning bolt symbol.

Staff 1:  $\text{C} \text{D} \text{E} \text{F} \text{A} \text{C} \text{E} \text{F} \text{D} \text{B} \text{G} \text{F} \text{E} \text{B}$

Staff 2:  $\text{E} \text{D} \text{B} \text{F} \text{B} \text{D} \text{E} \text{C} \text{B} \text{C} \text{F} \text{G} \text{A} \text{C} \text{E} \text{D} \text{A}$

Staff 3:  $\text{F} \text{E} \text{D} \text{C}$

Below the staff are several empty musical staves for writing.



## **Exemplar #10 Annotation**

### **Creating—Notation Rubric Score: 1**

This performance earns the score of 1 on the Creating—Notation Rubric for demonstrating a minimal understanding of notation by meeting one of the five task requirements: the student does use the correct number of beats per measure for the chosen time signature, earning one point. No further credit can be awarded because the composition improperly notates rests, the time signature is outside the clefs, the student does not write dynamic markings under rhythmic notation, and does not use one or more tempo markings. Meeting one of the five task requirements earns the performance one point on this rubric.

### **Performing—Art Skills and Techniques Rubric Score: 0**

This performance earns the score of 0 on the Performing—Art Skills and Techniques Rubric for demonstrating no understanding of performance process by meeting none of the four task requirements. The student does not use appropriate audience conventions. The student does not maintain focus and performs with interruptions (student laughs at one point in performance, there are lengthy pauses between notes while searching for keys). The student does not perform the composition as notated (rhythmic errors, incorrect notes, no dynamics), and does not demonstrate appropriate performance technique. Meeting none of the four task requirements earns the performance no point on this rubric.