

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

**Introduction**

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

**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 sight-reading exercises,
- video recording device and tape, and
- private performance space for videotaping, if possible.

**Teacher Preparation Guidelines**

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, sight-reading exercises, and glossary of terms from this booklet.

- Assign the students one of the sight-reading exercises when they are ready to begin, and collect it at the end of each performance.
- Video setup needs to be in a defined space so the performer can be heard and 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, which exercise they are performing, and their chosen tempo marking into the recording device before they begin their performance. Students should also be reminded to begin with a count-off preparatory measure.

### **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 2 to 3 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 may ask questions. The teacher answers any questions asked.
- **30 minutes:** The students have 2 minutes to view the assigned sight-reading exercise. Immediately following the practice, each student will have two opportunities to perform the exercise while being recorded.
- **5 minutes:** The teacher collects all materials.

#### **Day Two Estimated Time:**

- **5 minutes:** The teacher distributes materials to the students.
- **45 minutes:** The remaining students have 2 minutes to view the assigned sight-reading exercise. Immediately following the 2 minutes, each student will have two opportunities to perform the exercise 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.

Prior to administering the task, assign each student one of the three exercises from the sight-reading exercise sheets. All students should not be assigned the same exercise. Each student will have two opportunities to perform the exercise while being videotaped.

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 “Stepping to the Rhythm.”**

## Stepping to the Rhythm

A step-dancing club is starting at your school, and the stepping club advisor is looking for members who want to perform the music. Step dancing, or “stepping,” uses different parts of the body to make percussion sounds by clapping, snapping fingers, and stomping feet. You want to be selected as a member of the stepping club.

To demonstrate your skill, the stepping club advisor asks you to sight-read and perform the rhythms in eight measures of music using body percussion. **Sight-reading** is the ability to read and perform a piece of music you have never seen before. You will be given eight measures of music and will choose a starting tempo that is comfortable for you. You will have time to view the selection before performing it without stopping. You will have two chances to perform the selection while being recorded.

You will be given one exercise to sight-read. The stepping club advisor explains that you must meet the following task requirements to demonstrate your skill:

- Perform the rhythms using body percussion (clapping, snapping fingers, stomping feet, etc.) and/or voice (speaking, chanting, or saying the rhythms).
- State the **tempo** you will use for your performance (largo, andante, allegro, presto).
- Count off one preparatory measure before you begin.
- Perform each **note** and **rest** accurately according to the tempo of your choice.
- Perform with a steady **beat**.

You will have 2 minutes to view the selection before performing for your teacher.







**Washington Classroom-Based Performance Assessment (WCBPA)**  
**Arts Performance Assessment**  
**Grade 8**  
**Stepping to the Rhythm**  
**Music Glossary**

**beat**—the steady pulse in music

**body percussion**—using different parts of the body to make percussive sounds

**measure**—the space between the bar lines

**note**—a symbol used for a musical tone

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

**rhythmic value**—note value and rest value

**sight-reading**—the ability to read and perform a piece of music you have never seen before

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

**largo**—very slow

**andante**—medium slow

**allegro**—fast

**presto**—very fast

**time signature**—numbers written on the staff showing the number of beats in a measure and what type of note equals one beat



**Grade 8  
Stepping to the Rhythm  
Rubric**

**Performing Rubric (1.1.1)**

4	<p>A 4-point response: The student demonstrates a thorough understanding of performing rhythm and tempo by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none"><li>• states the chosen tempo and counts off one preparatory measure,</li><li>• performs each note and rest in measures one through four with the correct rhythmic value,</li><li>• performs each note and rest in measures five through eight with the correct rhythmic value, and</li><li>• performs with a steady beat.</li></ul>
3	<p>A 3-point response: The student demonstrates an adequate understanding of performing rhythm and tempo by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of performing rhythm and tempo by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of performing rhythm and tempo by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the concept of performing rhythm and tempo by meeting none of the four task requirements listed above.</p>