

WCBPA–Washington
Classroom-Based Performance Assessment
A Component of the Washington State Assessment System

The ARTS
Grade 10 Music
The Melody of Your Dreams



Full Training Set
Item Piloted Fall 2003



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Welcome to **The Classroom-Based Performance Assessment (CBPA) Sample Tasks for the Arts** training and implementation booklet. These tasks are part of the Washington Classroom-Based Assessment System (WCBA) at the Office of Superintendent of Public Instruction (OSPI).

Performance Assessments require students to construct their own answers in some method and form of creating, performing, and responding to the assessment task and expectations. The sample task and supplemental materials included in this booklet were selected from 60 tasks developed by the Arts Assessment Leadership Team (AALT) from January 2002 to October 2003. These tasks have been developed for the four arts disciplines of dance, music, theatre, and visual arts at each of the benchmark levels of Grades 5, 8, and 10 (high school).

This CBPA Arts task was piloted across Washington State in remote, rural, suburban, and urban school districts in all nine Educational Service Districts in November and December 2003. The resulting student samples went through Rangefinding where student samples were selected for the Anchor, Practice, and Qualifying Sets from over 16,000 samples during February 2004.

The purpose of this student sample assessment task is four-fold. The CBPA student samples do the following:

1. Inform teachers immediately if students know and are able to do what is expected of them to demonstrate their understanding at the benchmark;
2. Inform teachers regarding their instruction, i.e., strengths, weaknesses, and gaps to be addressed;
3. Enhance and become a part of instruction and a tool to measure if learning has occurred and how well; and
4. Model high quality classroom-based performance assessments by including:
 - a. Directions for Administration.
 - b. Rubrics for scoring.
 - c. Exemplars as samples for future development in classrooms and districts.

In order to assist you in your efforts in understanding and using these tasks, please do not hesitate to access our Web site at <http://www.k12.wa.us/CurriculumInstruct/arts> for contact information and sample tasks for viewing. We believe that these arts CBPAs will inform, teach, inspire, and promote arts education in each and every classroom, school, and district that has the incentive and vision to use them. We welcome your feedback, and look forward to your participation as leaders in your district and participants in our statewide efforts to promote, implement, and measure arts instruction in Washington State for all learners.

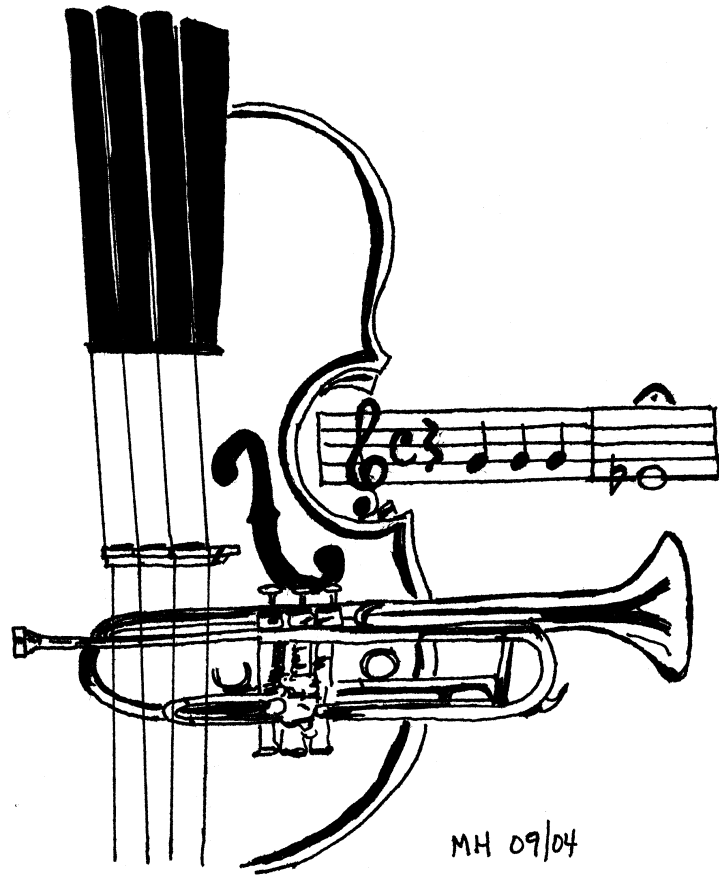
Most sincerely,



Greg Hall
Assistant Superintendent,
Assessment and Research



AnnRené Joseph
Program Supervisor, The Arts
Curriculum, Instruction, Assessment
ajoseph@ospi.wednet.edu



**Grade 10 Music
The Melody of Your Dreams
(2005)**

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10 Music
The Melody of Your Dreams**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music, **Grade 10, The Melody of Your Dreams**. 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 should be recorded to facilitate scoring and to document each student's performance.
- In addition, the student's musical notation will be collected and used in conjunction with the performance to assess the student.

Materials and Resources

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

- a variety of instruments (e.g., singing voice, band or orchestra, xylophone, keyboard, etc.),
- classroom set of reproduced student tasks,
- classroom set of reproduced staff paper,
- one pencil per student, and
- video or audio recording device.

Teacher Preparation Guidelines

- 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 may ask questions prior to performing.

Prior to administering the item, consideration should be given to the space and layout of your school facilities. Students will require a large enough area to create a musical composition without disturbing others. In addition, a performance area is needed. Additional adults/teachers are encouraged, if possible, as in other state assessments.

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 two-day model is an example of how to administer the task.** This task should be administered in 1 to 3 days. The 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:

- **5 minutes:** The teacher provides the class with the item and reads it aloud. The students may ask relevant questions. The teacher answers any relevant questions asked.
- **45 minutes:** The students have approximately 45 minutes to compose and notate their compositions.

Day Two Estimated Time:

- **15 minutes:** The students will have approximately 15 minutes to review, revise, and practice their compositions.
- **35 minutes:** The students perform and record their compositions exactly as notated. The teacher collects compositions at the completion of the recording.

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 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music entitled “The Melody of Your Dreams.”

The Melody of Your Dreams

You are a composer who works on commission. A local car dealership has decided to produce a commercial for a new line of sports cars. The owner of the dealership is considering hiring you to create the music for this commercial.

You will create an original melody for individual voice or the instrument of your choice. As you compose your melody, you must include a melodic line, a variety of rhythms, form, and expressive qualities. In order to be hired, you must compose, notate, perform, and record your composition for the owner of the dealership.

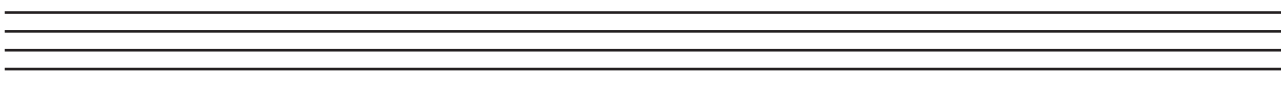
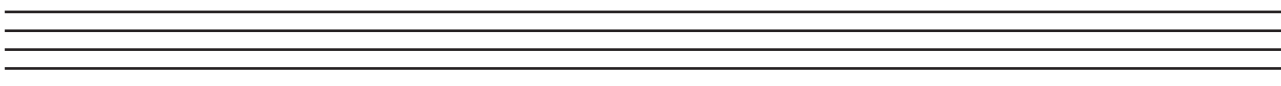
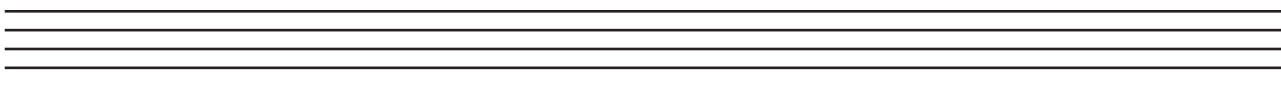
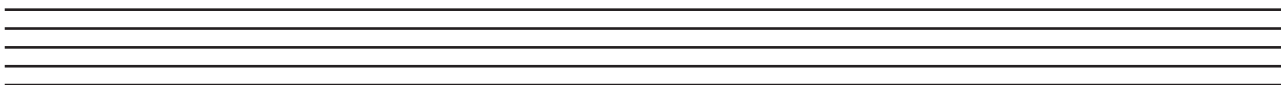
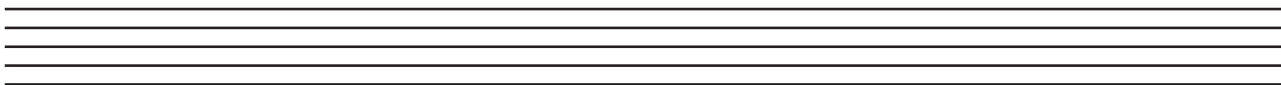
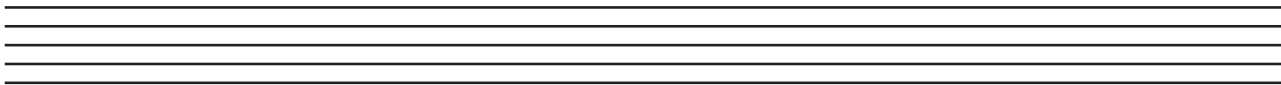
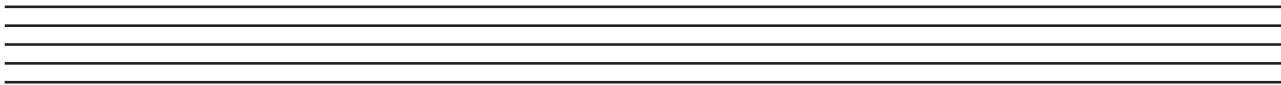
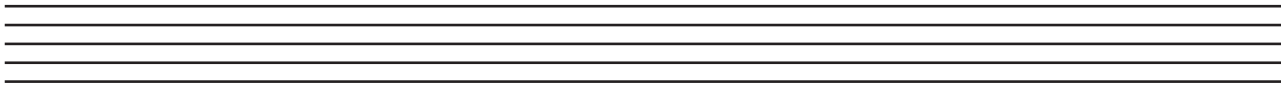
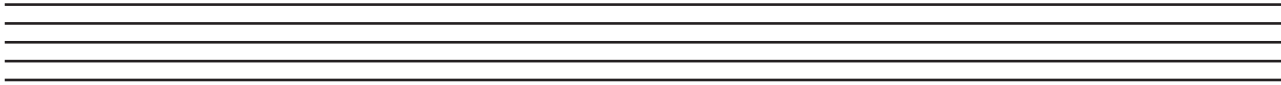
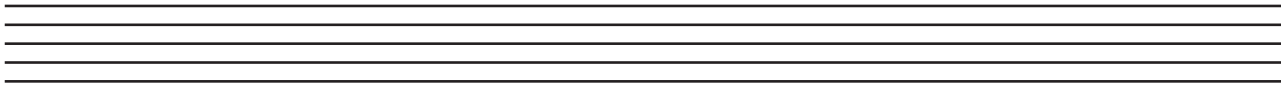
The owner of the dealership explains that you must meet the following requirements to have your composition considered for the commercial:

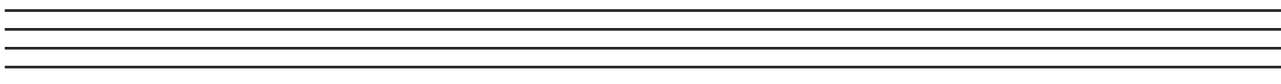
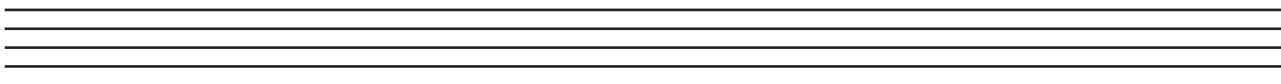
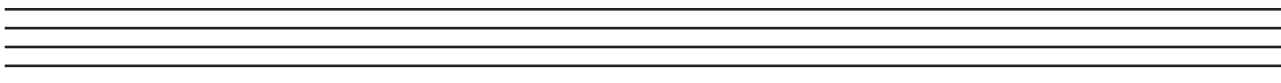
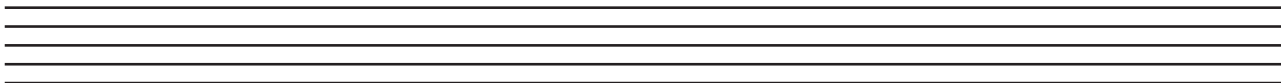
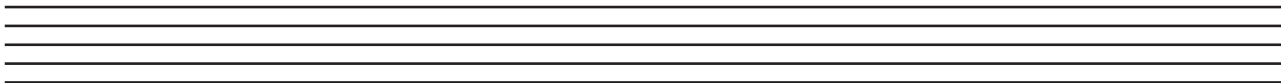
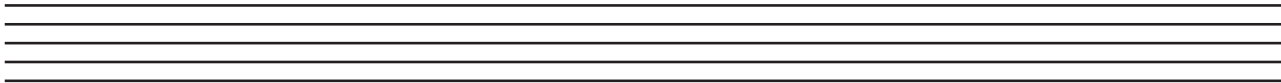
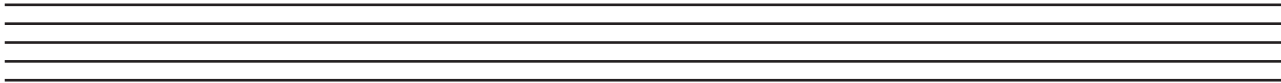
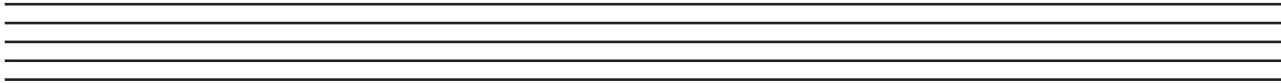
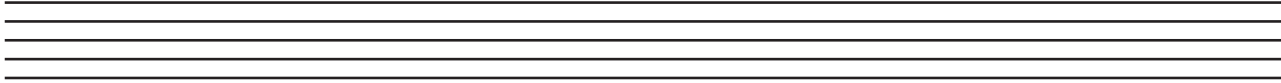
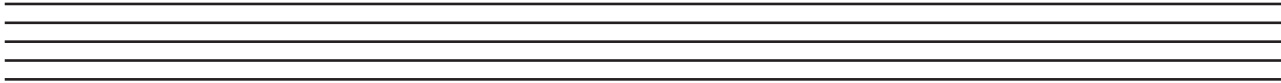
- Create a composition that is not more than one minute in length and consists of 12 measures or more.
- Compose a melodic line from the key (scale) of your choice that can be played or sung and notate your key signature.
- Choose a time signature.
- Use a variety of rhythmic values.
- Choose one of these forms for your composition:
 - AB,
 - ABA, OR
 - rondo (ABACA).
- Identify each section of the form you chose on your staff paper.
- Include each of the following expressive qualities in your melody
 - note articulation,
 - change in dynamics, and
 - change in tempo.
- Use the appropriate clef (treble clef, bass clef, C-clef) for voice or the instrument you choose.
- Notate your melody on staff paper.

While performing and recording your composition you must perform your composition exactly as notated on your staff paper, including:

- note articulation,
- change in dynamics, and
- change in tempo.

The owner of the dealership has given you 45 minutes to create and write your composition on staff paper. You will have 15 minutes to rehearse your composition. You will perform your composition, while being recorded.





Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10
The Melody of Your Dreams
Music Glossary

- AB**—a two-part compositional form in which the second part differs from the first
- ABA**—a three-part compositional form in which the first and last parts are the same and the middle part is different
- ABACA**—a composition consisting of one main theme which reappears several times in alteration with other contrasting themes
- bass clef (F clef)**—a symbol used to notate the lowest sounding notes; the two dots surrounding the fourth line indicate a note written on that line is “F”
- composition**—the act of intentionally arranging the elements of music using the principles of organization 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
- key signature**—the sharps or flats appearing on the left side of each staff to show the scale in which the music is written
- measure**—the space between the bar lines
- melody**—a series of musical notes arranged one after another
- notation**—a writing system of symbols to indicate pitch, duration, and expression
- note**—a symbol used for a musical tone
- note articulation**—markings in the notation used to give music variety, including accents, staccato, and fermata
- 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**—patterns of sound and silence
- rhythmic value**—note value and rest value

rondo—a composition consisting of one main theme which reappears several times in alteration with other contrasting themes (ABACA)

scale—the succession of musical tones belonging to any key

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

largo—very slow

andante—medium slow

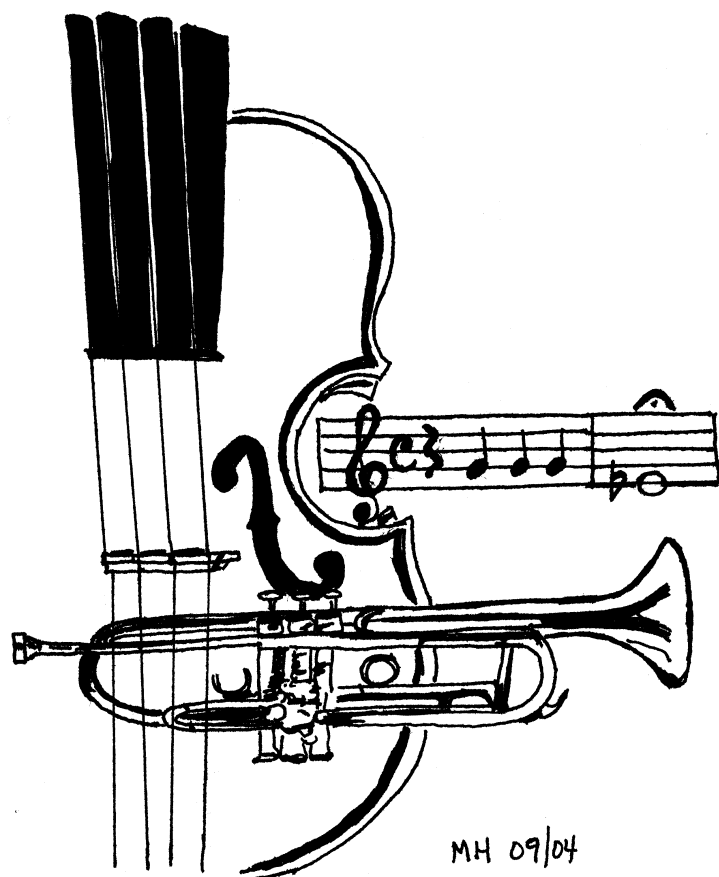
allegro—fast

presto—very fast

tenor clef (C clef and/or alto clef)—any one of the moveable clefs which indicate the position of the middle C

time signature—symbols written on the staff at the beginning of a composition showing the meter, or the kind and number of beats used in a measure

treble clef (G clef)—clef assigned to upper register instruments and voices



**Scoring Guide
Grade 10 Music
The Melody of Your Dreams
(2005)**

Introduction to the Scoring Guide

This booklet includes training sets of anchor, practice, and qualifying sample 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	<p>A 4-point response: The student demonstrates four or five of the five criteria listed below:</p> <ul style="list-style-type: none"> • composes a melodic line with twelve or more measures that can be played or sung, • notates in the chosen key signature, • notates in the chosen time signature with the correct number of beats in each measure with no more than two measures containing rhythmic errors, • correctly uses a variety of rhythmic values, using at least three note values, and • correctly identifies each section of the form on the staff paper.
3	A 3-point response: The student demonstrates three of the five required criteria listed above.
2	A 2-point response: The student demonstrates two of the five required criteria listed above.
1	A 1-point response: The student demonstrates one of the five required criteria listed above.
0	A 0-point response: The student demonstrates none of the five required criteria listed above.

Performing Rubric (2.2)

4	<p>A 4-point response: The student demonstrates four or five of the five criteria listed below:</p> <ul style="list-style-type: none"> • performs the pitches as written with unobtrusive errors, • performs rhythms as written with unobtrusive errors, • performs note articulation as written with unobtrusive errors, • performs a change in dynamics as written with unobtrusive errors, and • performs a change in tempo as written with unobtrusive errors.
3	A 3-point response: The student demonstrates three of the five criteria listed above.
2	A 2-point response: The student demonstrates two of the five criteria listed above.
1	A 1-point response: The student demonstrates one of the five criteria listed above.
0	A 0-point response: The student demonstrates none of the five criteria listed above.

Scoring Notes

The following scoring notes should be used as a guideline when scoring this item.

- On the Creating—Notation Rubric
 - If the time signature is not written, it can still be credited as long as there is flawless and consistent rhythmic notation.
 - The time signature can have errors in two of the twelve measures and still be considered acceptable.
 - The melodic line has to be original to be credited.

Anchor 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.

The student samples in this training set reflect the response sheet that was originally piloted with this classroom-based performance assessment. The response sheet has since been updated and can be found in the Directions for Administration at the front of this booklet.

Purpose of Anchor Set

The set of anchor responses is made up of exemplars, examples of student responses at each score point. Each anchor response has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

Anchor #1—Student Composition

Handwritten musical score for a student composition. The score is written on three staves. The first staff is in treble clef with a key signature of one flat and a 7/8 time signature. It contains a section labeled **A** in a box, marked *moderato*, with dynamics *mf* and *fp*. Above the staff, *AB* is written with a circled *A* and *mod* below it. The second staff is in bass clef with a key signature of one flat and a 7/8 time signature. It contains a section labeled **B** in a box, marked *faster*, with dynamics *fp* and *f*. The third staff is in bass clef with a key signature of one flat and a 7/8 time signature. It contains a section marked *(And time) moderato* with dynamics *mf* and *f*, and ends with a *rit* marking. There are several empty staves below the handwritten score.

Anchor #1 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing four of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure. Additionally, the student correctly uses a variety of rhythmic values (including rests, dotted notes, half notes, quarter notes, and eighth notes) and correctly identifies each section of the composition on the staff paper (AB format). Completing these four criteria earns the response full credit for this rubric, even though the chosen key signature is not appropriately notated.

Performing Rubric Score: 4

This response earns the score of 4 on the Performing Rubric for successfully completing four of the rubric’s five criteria. The pitches and note articulation (the staccato notes) are performed as written without obtrusive errors; additionally, a change in dynamics (good crescendos, nice change to forte at “B”) and a change in tempo are also performed without obtrusive errors. Completing these four criteria earns the response full credit for this rubric, even though some errors are evident in the performance of the written rhythms (whole notes are rushed, dotted quarters are dragged in measures 1, 3, and 5).

Anchor #2—Student Composition

Note: On the DVD, this student performance is audio only.

Handwritten musical score for a student composition. The score consists of five staves of music. The first staff begins with a treble clef, a key signature of one sharp (F#), and a time signature of 4/4. The music is marked with dynamics such as *f*, *mf*, and *fp*. The second and third staves continue the melodic line with various dynamics including *mp* and *f*. The fourth staff features a section marked *accelerando* followed by *retardando*, with dynamics ranging from *f* to *p*. The fifth staff is marked *sub. f* and contains a series of accented notes. Below the fifth staff are four empty staves.

Anchor #2 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric's five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure (no time signature noted but was obviously four-four). Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (the written key signature does not exist) and because the sections of the composition are not correctly identified (no form identification used).

Performing Rubric Score: 4

This response earns the score of 4 on the Performing Rubric for successfully completing all five of the rubric's criteria. The pitches and rhythm and note articulation (the accents) are performed as written without obtrusive errors. Additionally, a change in dynamics (a good contrast) and a change in tempo (accelerando, ritardando) are also performed without obtrusive errors. Completing all five criteria earns the response full credit for this rubric.

Anchor #3—Student Composition

(AB AUTO SAX)

MARCH TEMPO

MF P F

Rit.

Anchor #3 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure (measure 10 has an extra beat, but one flawed measure does not count against the student). Additionally, the student correctly uses a variety of rhythmic values (including rests and quarter, half, and eighth notes). Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (no tonal center in “C,” shifts to “G”) and because the sections of the composition are not correctly identified (identifies it as AB at top but does not label).

Performing Rubric Score: 3

This response earns the score of 3 on the Performing Rubric for successfully completing three of the rubric’s five criteria. The pitches (played “F” sharps throughout although mismarked at the beginning) and note articulation (first measure slurred all notes not as written, but generally played staccato notes and slurs well) are performed as written without obtrusive errors. Additionally, a change in tempo (ritardondo at end) is also performed without obtrusive errors. Completing these three criteria earns the response three points for this rubric, even though some errors are evident in the performance of the written rhythms (playing quarter notes as eighth notes in measures 3 and 4 and rushes the rest) and the change in dynamics (a change was written but not heard).

Anchor #4—Student Composition

ABAB

Allegro

mf

p

mf

p

Anchor #4 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing four of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure. Additionally, the student correctly uses a variety of rhythmic values (including quarter notes, half notes, and eighth notes) and correctly identifies each section of the composition on the staff paper (ABAB format identified on top with rehearsal letters used below). Completing these four criteria earns the response full credit for this rubric, even though the chosen key signature is not appropriately notated (starts and ends on “G,” no cadence points on “E” flat as identified in key signature).

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches and rhythms (error in measure 3—two quarter notes played instead of a half note—does not take away from overall competency) are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because there was no note articulation performed (it was not written), no change in dynamics (written, but not played, with no obvious contrast between piano and mezzo-forte), and no change in tempo (also not written).

Anchor #5—Student Composition

A

mf

B

Ritard

p

Anchor #5 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure. Additionally, the student correctly labels each section of the composition on the staff paper (AB format). Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (starts and ends on “D,” no key of “F”) and because a variety of rhythmic values are not used (only two different note values are utilized).

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches and a change in tempo (ritardando at the end) are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the rhythms were not performed as written (played half notes as dotted quarter notes and quarter notes as eighth notes throughout), the note articulation was not performed correctly, and the change in dynamics was written but not clearly performed.

Anchor #6—Student Composition

my first car

A

B

A

ff

rit

Anchor #6 Annotation

Creating—Notation Rubric Score: 2

This response earns the score of 2 on the Creating—Notation Rubric for successfully completing two of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and correctly uses a variety of rhythmic values. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (chose key of “F” but ends with “C”), it does not correctly write twelve measures with the correct number of beats, and does not correctly identify each section on the staff paper.

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches and note articulation are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the rhythms were not performed as written (errors in measures 2, 3, 4, 5, 7, 8, and 11), the change in dynamics was not clearly performed (no contrast), and a change in tempo was not obvious (could not hear ritardondo in last measure).

Anchor #7—Student Composition

The image shows a handwritten musical score on a grand staff. The top staff is a bass clef with a 2/4 time signature. The melody consists of several measures of music. The first section is labeled 'A' and ends with a double bar line. The second section is labeled 'B' and also ends with a double bar line. The tempo is marked 'Ritendo all A4'. There are dynamic markings 'f' (forte) and 'F' (fortissimo) throughout the piece. The score includes a first ending and several empty staves for further notation.

Anchor #7 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure (one small error in measure 10). Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (no evidence of a tonal center in “A” flat) and because each section of the composition is not correctly labeled (the A section is improperly marked).

Performing Rubric Score: 1

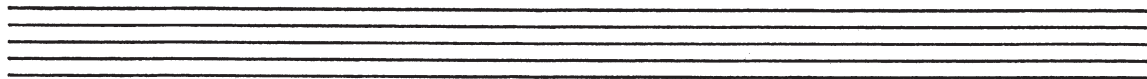
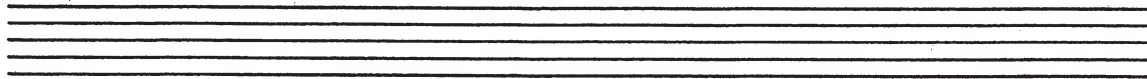
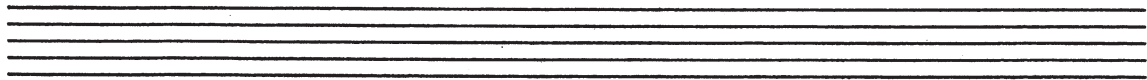
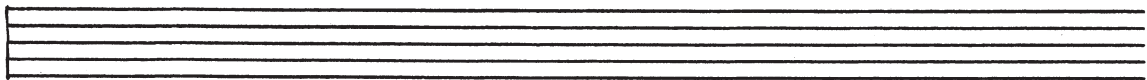
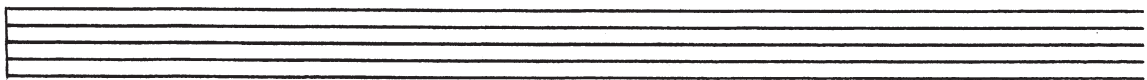
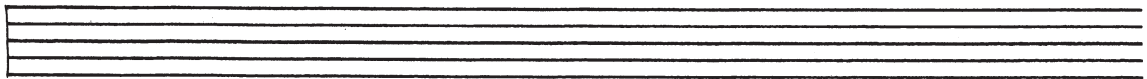
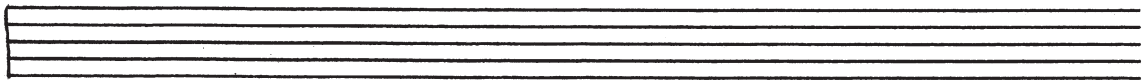
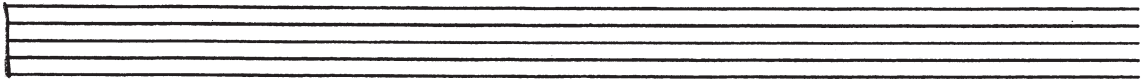
This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The pitches are performed as written without obtrusive errors (even though some “F” notes were not written clearly on the staff paper). Completing this criteria earns the response one point for this rubric. No further credit is awarded because the rhythms were not performed as written (measure 10, 12, and 13 are miswritten, according to the performance), the change in dynamics was written but not performed, and no note articulation or change of tempo were written at all.

Anchor #8—Student Composition

Note: On the DVD, this student performance is audio only.

Key = D \flat

A R



Anchor #8 Annotation

Creating—Notation Rubric Score: 2

This response earns the score of 2 on the Creating—Notation Rubric for successfully completing two of the rubric’s five criteria. In the composition, the student correctly uses a variety of rhythmic values and correctly identifies each section on the staff paper. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the melodic line is only six measures long, the chosen key signature is labeled “D” flat but written “E” flat, and many of the measures are incorrect in regard to the chosen time signature.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The pitches are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the rhythms were not performed as written and because no note articulation, change in dynamics, or change in tempo were written or performed.

Anchor #9—Student Composition

Game Time

F F F F A F C A F F F A A A C A A C C

A C A E F C C A F C C A E

Anchor #9 Annotation

Creating—Notation Rubric Score: 1

This response earns the score of 1 on the Creating—Notation Rubric for successfully completing one of the rubric’s five criteria. The student correctly uses a variety of rhythmic values (including eighth notes, quarter notes, and dotted quarter notes). Completing this criteria earns the response one point for this rubric. No further credit is awarded because the melodic line is only eleven measures long (with one repeated measure), the chosen key signature has no cadence in “C,” the time signature is identified as four-four but is written mostly in three-four, and the form is not correctly identified.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The pitches are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the rhythms were not performed as written (errors in measures 5, 6, and 7) and because no note articulation, change in dynamics, or change in tempo were written or performed.

Anchor #10—Student Composition

AB

Handwritten musical notation for two staves. The first staff starts with a treble clef and a 4/4 time signature. It contains a melodic line with notes and rests, marked with dynamics 'p' and 'F'. The second staff continues the melody, marked with 'mf', 'F', 'mf', and 'f' with an accent mark.

Anchor #10 Annotation

Creating—Notation Rubric Score: 2

This response earns the score of 2 on the Creating—Notation Rubric for successfully completing two of the rubric's five criteria. The student writes a melodic line of twelve measures that can be played or sung (rhythm/notes allow it to be played) and correctly uses a variety of rhythmic values (even with an error, more than three of them are correct).

Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the chosen key signature lacks a tonal center (and has no cadence points), the chosen time signature has errors in three measures (7, 8, 9), and the form is identified at the top of the page but does not include labels on the sections.

Performing Rubric Score: 0

This response earns the score of 0 on the Performing Rubric because it does not complete any of the rubric's five criteria. The pitches and rhythms are played but there are consistent errors in measures 7, 8, and 9 (and smaller errors in measures 1, 3, 11, and 12), a change in dynamics was written but not performed, and no note articulation or changes in tempo were written at all.

Purpose of Practice Set and Scoring Table

The practice set of responses is used during scoring practice. Teachers will score the practice responses before comparing their scores to the Answer Key in the back of the booklet. Annotations are provided after the Answer Key to explain the rationale for scoring. After scoring items using the rubrics provided, scores should be entered into the table below.

	Instrument	Creating— Notation Score	Performing Score
Practice #1	Voice		
Practice #2	Piano		
Practice #3	Voice		
Practice #4	Alto Sax		
Practice #5	Piano		
Practice #6	Clarinet		
Practice #7	Tuba		
Practice #8	Trombone		

Rubrics

Creating—Notation Rubric (1.1.2)

4	A 4-point response: The student demonstrates four or five of the five criteria listed below: <ul style="list-style-type: none">• composes a melodic line with twelve or more measures that can be played or sung,• notates in the chosen key signature,• notates in the chosen time signature with the correct number of beats in each measure with no more than two measures containing rhythmic errors,• correctly uses a variety of rhythmic values, using at least three note values, and• correctly identifies each section of the form on the staff paper.
3	A 3-point response: The student demonstrates three of the five required criteria listed above.
2	A 2-point response: The student demonstrates two of the five required criteria listed above.
1	A 1-point response: The student demonstrates one of the five required criteria listed above.
0	A 0-point response: The student demonstrates none of the five required criteria listed above.

Performing Rubric (2.2)

4	A 4-point response: The student demonstrates four or five of the five criteria listed below: <ul style="list-style-type: none">• performs the pitches as written with unobtrusive errors,• performs rhythms as written with unobtrusive errors,• performs note articulation as written with unobtrusive errors,• performs a change in dynamics as written with unobtrusive errors, and• performs a change in tempo as written with unobtrusive errors.
3	A 3-point response: The student demonstrates three of the five criteria listed above.
2	A 2-point response: The student demonstrates two of the five criteria listed above.
1	A 1-point response: The student demonstrates one of the five criteria listed above.
0	A 0-point response: The student demonstrates none of the five criteria listed above.

Practice Set

Practice #1—Student Composition

Note: On the DVD, this student performance is audio only.

Mis-san sky-line 4-7- R thirty-four
U-sp-e-c ch-2 is my fa-vo-rit-e car
it comes from a fur it is really cool
oh oh man this car is
fast that's all for now I got to go so go buy me this car

Training Notes (space available for teacher to take notes):

Practice #2—Student Composition

The image shows a handwritten musical score for guitar, consisting of four systems of staves. Each system includes a treble clef staff and a bass clef staff. The score is annotated with various notes and instructions:

- System 1:** Treble clef staff starts with a circled 'A' and the instruction "(Swing 8th Notes)". The bass clef staff has a circled 'A' and an arrow pointing right. A circled '2' is written below the bass staff.
- System 2:** Treble clef staff has a circled 'B' and the instruction "Swing 16th Notes". The bass clef staff has a circled '5' and a circled '4'. A circled '3' is written below the bass staff.
- System 3:** Treble clef staff has a circled '5' and the instruction "Straight Notes 6". The bass clef staff has a circled '4'.
- System 4:** Treble clef staff has a circled 'A' and the instruction "Back to Beginning of A 7". The bass clef staff has a circled '4' and a circled '8' below it.

Below the fourth system, there are two sets of empty staves: a pair of treble and bass clef staves, and another pair of empty treble and bass clef staves.

Practice #2—Student Composition

4

The image shows a handwritten musical score on a page. At the top right, the text "Practice #2—Student Composition" is printed. Below this, there are two staves of music. The first staff is a treble clef staff with a key signature of one sharp (F#) and a 4/4 time signature. It contains a sequence of notes: a quarter note on G4, a quarter note on A4, a quarter note on B4, a quarter note on C5, a quarter note on B4, a quarter note on A4, and a quarter note on G4. There are also some handwritten markings above the notes, possibly indicating fingerings or dynamics. The second staff is a bass clef staff with a key signature of one sharp (F#) and a 4/4 time signature. It contains a sequence of notes: a quarter note on G2, a quarter note on F2, a quarter note on E2, and a quarter note on D2. There are also some handwritten markings above the notes. To the left of the first staff, there is a small square box containing the number "4". Below the two staves, there are two sets of empty five-line staves, one for each clef, intended for student composition.

Training Notes (space available for teacher to take notes):

Practice #3—Student Composition

Note: On the DVD, this student performance is audio only.

my car - is an A - cur - a it is very Fast and silver
it is beauti - ful Just like you so come
on down and I Get it brand spankin new
and Get a new due too and I have Fun with
your car too.

The image shows a student's handwritten musical composition on a single staff. The music is written in treble clef with a key signature of one flat (Bb) and a 4/4 time signature. The lyrics are written below the notes. The composition consists of five lines of music. The first line contains the lyrics "my car - is an A - cur - a it is very Fast and silver". The second line contains "it is beauti - ful Just like you so come". The third line contains "on down and I Get it brand spankin new". The fourth line contains "and Get a new due too and I have Fun with". The fifth line contains "your car too." Below the fifth line, there are two sets of empty musical staves, each consisting of five lines, for additional notation or teacher notes.

Training Notes (space available for teacher to take notes):

Practice #4—Student Composition

slow Swing (ABAC)

Alto Sax

mf

3

#

3

1.

f

2.

Training Notes (space available for teacher to take notes):

Practice #5—Student Composition

Note: On the DVD, this student performance is audio only.

Handwritten musical score for Practice #5, Student Composition. The score is written in 4/4 time with a key signature of one sharp (F#). It consists of six systems of two staves each. The first system is marked '100' and 'MP'. The second system is marked 'p'. The third system has a '3' written above the first staff. The fourth system has '3' written below the first staff. The fifth system has '3' written below the first staff. The sixth system is marked 'mp'. The score includes various musical notations such as notes, rests, slurs, and triplets. Some parts of the score are crossed out with large 'X' marks.

Practice #5—Student Composition

The image shows a grand staff consisting of two staves. The top staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. It contains a handwritten musical note on the first line (F#5) with a dynamic marking of *ff* below it. The bottom staff is in bass clef with a key signature of one sharp (F#) and a 4/4 time signature. It contains a handwritten musical note on the first space (F#4) with a dynamic marking of *ff* below it. A brace on the left side groups both staves. Below the grand staff are two empty staves, each consisting of five horizontal lines.

Training Notes (space available for teacher to take notes):

Practice #6—Student Composition

Handwritten musical notation on four staves. The notation includes various note values (quarter, eighth, and sixteenth notes), rests, and a slur. Circled letters are placed above specific notes: 'a' above a quarter note on the first staff; 'b' above a quarter note on the second staff; 'c' above a quarter note on the second staff; 'd' above a quarter note on the third staff; 'e' above a quarter note on the third staff; and 'f' above a quarter note on the fourth staff. Below the four staves are two sets of empty five-line musical staves.

Training Notes (space available for teacher to take notes):

Practice #7—Student Composition

The Car of My Dreams aba

The image shows a handwritten musical score for a piece titled "The Car of My Dreams" in 4/4 time. The score is written on four staves. The first staff contains the melody, starting with a treble clef and a 4/4 time signature. The second staff contains the accompaniment, starting with a bass clef. The piece is marked "aba" and includes various musical notations such as notes, rests, and dynamics like "f". There are also some handwritten annotations and a double bar line at the end of the fourth staff.

Training Notes (space available for teacher to take notes):

Practice #8—Student Composition

Larghetto

Handwritten musical notation on three staves. The notation includes a bass clef, a 4/4 time signature, and a key signature of two flats (Bb and Eb). The first staff contains a melody starting on G2, moving up to Bb2, C3, D3, E3, F3, G3, A3, Bb3, C4, and ending on G3. The second staff contains a bass line starting on G2, moving up to Bb2, C3, D3, E3, F3, G3, A3, Bb3, C4, and ending on G3. The third staff contains a final chord of G2, Bb2, C3, D3, E3, F3, G3, A3, Bb3, C4. There are handwritten accents (>) and breath marks (<) under various notes. Below the three staves are two sets of empty five-line staves for student composition.

Training Notes (space available for teacher to take notes):

Answer Key for Practice Set

	Instrument	Creating— Notation Score	Performing Score
Practice #1	Voice	2	2
Practice #2	Piano	4	2
Practice #3	Voice	3	0
Practice #4	Alto Sax	3	2
Practice #5	Piano	4	3
Practice #6	Clarinet	0	1
Practice #7	Tuba	3	3
Practice #8	Trombone	4	0

Annotations to Practice Set

Practice #1 Annotation

Creating—Notation Rubric Score: 2

This response earns the score of 2 on the Creating—Notation Rubric for successfully completing two of the rubric’s five criteria. The student writes in the chosen time signature and correctly uses a variety of rhythmic values. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the student has not written a melodic line of twelve or more measures (the first half is not an original melody), the composition is not notated in a chosen key signature (written in “C” but no tonal cadences), and the form is not identified.

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The rhythms and note articulation are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the pitches are not performed as written (liberties are taken with the pitches throughout the piece) and no changes in dynamics or tempo are performed.

Practice #2 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing all of the rubric’s five criteria. The student writes (stretched across two pages, notating an ad-libbed B section) a melodic line with twelve or more measures that can be played or sung and notates in the chosen key signature and writes in the chosen time signature with the correct number of beats per measure. Additionally, the student correctly uses a variety of rhythmic values and correctly identifies each section of the composition on the staff paper. Completing these five criteria earns the response full credit for this rubric.

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches (if any errors, they are minor) and note articulation are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the rhythms are not performed as written (in the B section) and because no changes in dynamics or tempo are written or performed.

Practice #3 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure. Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (no cadence points) and because each section of the composition is not correctly labeled.

Performing Rubric Score: 0

This response earns the score of 0 on the Performing Rubric because it does not complete any of the rubric’s five criteria. The pitches and rhythms sung do not match the written work, and no note articulation, change in dynamics, or change in tempo are written into the piece.

Practice #4 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and notates in the chosen key signature (a great tonal center). Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because only ten of the fifteen measures are written correctly in regard to the chosen time signature and because the form of the composition is identified incorrectly.

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches and note articulation are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the rhythms are not performed as written (too many liberties taken in most measures, even with jazz style), the change in dynamics is written but not clearly performed, and no change in tempo is written.

Practice #5 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing four of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and notates in the chosen key signature. Additionally, the student writes in the chosen time signature (even with a few missing stems) and correctly uses a variety of rhythmic values. Completing these four criteria earns the response full credit for this rubric, even though each section of the composition is not correctly identified.

Performing Rubric Score: 3

This response earns the score of 3 on the Performing Rubric for successfully completing three of the rubric’s five criteria. The pitches and rhythms (slows slightly) are performed as written without obtrusive errors. Additionally, the note articulation (the accents) are also performed without obtrusive errors. Completing these three criteria earns the response three points for this rubric. No more credit can be earned because a change in dynamics is written but not performed while a change in tempo is not written.

Practice #6 Annotation

Creating—Notation Rubric Score: 0

This response earns the score of 0 on the Creating—Notation Rubric because it does not complete any of the rubric’s five criteria. The response does not include a melodic line with twelve or more measures that can be played or sung (there are multiple errors in all measures). It is not notated in the chosen key signature (none identified, no tonal center). There is no chosen time signature (a variety of time signatures are used). The rhythmic values are used incorrectly and the form is not correctly identified. Completing none of the rubric’s criteria means no points can be earned.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The pitches are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the rhythms are not performed as written (only the first and last measures are played correctly) and because no note articulation, change in dynamics, or change in tempo are written.

Practice #7 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure (measure 10 may have one error, but one flawed measure is acceptable). Additionally, the student correctly uses a variety of rhythmic values (including whole, half, and quarter notes). Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (did not end on key chosen, ends on “E” instead of “C”) and because the sections of the composition are not correctly identified (did not label ABA).

Performing Rubric Score: 3

This response earns the score of 3 on the Performing Rubric for successfully completing three of the rubric’s five criteria. The pitches and rhythms (measure 10 has a small error) are performed as written without obtrusive errors. Additionally, the note articulation is also performed without obtrusive errors. Completing these three criteria earns the response three points for this rubric. No further credit is awarded to this response because the change in dynamics is not performed while no change in tempo is written into the music.

Practice #8 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing four of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and notates in the chosen key signature (tonal center surrounds “B” flat). Additionally, the student writes in the chosen time signature and correctly uses a variety of rhythmic values (including quarter notes, half notes, and eighth notes). Completing these four criteria earns the response full credit for this rubric, even though the form is not identified.

Performing Rubric Score: 0

This response earns the score of 0 on the Performing Rubric because it does not complete any of the rubric’s five criteria. The pitches are not performed correctly (missed “B” flat and “C” throughout the piece). The rhythms are only performed correctly in measures 6, 8, and 9. Neither note articulation nor a change in tempo are written into the music and the change in dynamics is written but not performed.

Purpose of Qualifying Set and Scoring Table

The qualifying set of responses is used to determine a scorer's consistency with scores provided by scoring experts. Teachers will score the qualifying responses before comparing their scores to the Answer Key in the back of the booklet. Annotations are provided after the Answer Key to explain the rationale for scoring. After scoring items using the rubrics provided, scores should be entered into the table below.

	Instrument	Creating— Notation Score	Performing Score
Qualifying #1	Saxophone		
Qualifying #2	Flute		
Qualifying #3	Voice		
Qualifying #4	Violin		
Qualifying #5	Trumpet		
Qualifying #6	Violin		
Qualifying #7	Trombone		
Qualifying #8	Clarinet		

Rubrics

Creating—Notation Rubric (1.1.2)

4	A 4-point response: The student demonstrates four or five of the five criteria listed below: <ul style="list-style-type: none">• composes a melodic line with twelve or more measures that can be played or sung,• notates in the chosen key signature,• notates in the chosen time signature with the correct number of beats in each measure with no more than two measures containing rhythmic errors,• correctly uses a variety of rhythmic values, using at least three note values, and• correctly identifies each section of the form on the staff paper.
3	A 3-point response: The student demonstrates three of the five required criteria listed above.
2	A 2-point response: The student demonstrates two of the five required criteria listed above.
1	A 1-point response: The student demonstrates one of the five required criteria listed above.
0	A 0-point response: The student demonstrates none of the five required criteria listed above.

Performing Rubric (2.2)

4	A 4-point response: The student demonstrates four or five of the five criteria listed below: <ul style="list-style-type: none">• performs the pitches as written with unobtrusive errors,• performs rhythms as written with unobtrusive errors,• performs note articulation as written with unobtrusive errors,• performs a change in dynamics as written with unobtrusive errors, and• performs a change in tempo as written with unobtrusive errors.
3	A 3-point response: The student demonstrates three of the five criteria listed above.
2	A 2-point response: The student demonstrates two of the five criteria listed above.
1	A 1-point response: The student demonstrates one of the five criteria listed above.
0	A 0-point response: The student demonstrates none of the five criteria listed above.

Qualifying Set

Qualifying #1—Student Composition

Handwritten musical score for a piano piece titled "Qualifying #1—Student Composition". The score consists of four staves. The first staff is in treble clef and contains a melodic line with a 47-measure annotation, a first ending bracket, and several triplet markings. The second staff is in bass clef and contains a bass line with a 2-measure annotation. The third staff is in bass clef and contains a bass line with a 3-measure annotation and a sequence of notes labeled E♭ E E♭ E E. The fourth staff is in bass clef and contains a bass line with a 2-measure annotation. Below the fourth staff are two sets of empty five-line staves.

Training Notes (space available for teacher to take notes):

Qualifying #2—Student Composition

Handwritten musical score for a student composition. The score is written on four staves in treble clef with a key signature of two flats (B-flat and E-flat). The first staff contains a melody with notes A, B, C, and A, marked with dynamics *mf* and *ff*. The second staff has a melody with dynamics *mf* and *p*. The third staff has a melody with dynamics *mf* and *p*. The fourth staff is empty. Below the fourth staff are two sets of empty five-line staves.

Training Notes (space available for teacher to take notes):

Qualifying #3—Student Composition

Note: On the DVD, this student performance is audio only.

The image shows a handwritten musical score on a page with five systems of staves. The first system consists of a treble clef staff with a 3/4 time signature and a bass clef staff with a 7/4 time signature. The lyrics are written below the notes. The second system continues the melody and accompaniment. The third system features a treble clef staff with a 3/4 time signature. The fourth system has a bass clef staff with a 7/4 time signature. The fifth system is a treble clef staff with a 4/4 time signature. There are three empty systems of staves at the bottom of the page.

1-800 USED CARS

The ^{us} our name is used we have new cars! Yes we do!

1-800 USED CARS

Just cmon down or give us a call

At 1-800 USED CARS

Training Notes (space available for teacher to take notes):

Qualifying #4—Student Composition

The image shows a handwritten musical score for a single melodic line in 4/4 time. The score is written on three staves. The first staff contains measures 1 through 5. Measure 1 is marked 'p.' and 'gracefully'. Measures 2 and 3 are marked 'mp'. Measure 5 is marked 'f.'. The second staff contains measures 6 through 11. Measure 7 is marked 'p.'. Measure 9 is marked 'mp'. The third staff contains measures 12 through 14. Measure 12 is marked 'ff'. Measure 13 is marked 'pp' and has a 'crescendo' marking. Measure 14 is marked 'ff'. Below the three staves are two sets of empty five-line staves for additional notation.

Training Notes (space available for teacher to take notes):

Qualifying #5—Student Composition

The image shows two staves of handwritten musical notation. The first staff is in 2/4 time and contains two measures. The first measure is marked with a box containing the letter 'A' and the dynamic 'mp'. The second measure is marked with a box containing the letter 'B' and the dynamic 'mf'. The second staff is also in 2/4 time and contains two measures. The first measure is marked with a box containing the letter 'A' and the dynamic 'mp'. Below the staves are two sets of empty five-line musical staves.

Training Notes (space available for teacher to take notes):

Qualifying #6—Student Composition

Handwritten musical score for three staves. The first staff begins with a treble clef, a common time signature, and a mezzo-forte (*mf*) dynamic marking. The second staff continues the melody with a mezzo-forte (*mf*) dynamic marking. The third staff begins with a forte (*f*) dynamic marking. Below the three staves are two sets of empty five-line staves.

Training Notes (space available for teacher to take notes):

Qualifying #7—Student Composition

The image shows a handwritten musical score on four staves. The first staff is in bass clef, 4/4 time, with a key signature of one flat (B^b), labeled "Funk B^b swing". It contains a melodic line with triplets and a repeat sign. The second staff is also in bass clef, 4/4 time, with a key signature of one flat, labeled "mf" and "later, >". It features a bass line with a repeat sign and a section marked "intense but light" with a dynamic of "f". The third staff is in treble clef, 4/4 time, with a key signature of one flat, labeled "mf" and "string.". It contains a melodic line with triplets and a repeat sign. The fourth staff is in treble clef, 4/4 time, with a key signature of one flat, labeled "f" and "swing tempo". It features a melodic line with a repeat sign and a section marked "Play as if conducted" with a dynamic of "f" and "rit".

Training Notes (space available for teacher to take notes):

Qualifying #8—Student Composition

Handwritten musical score for three staves in 4/4 time. The first staff starts with a treble clef and a key signature of one sharp (F#). It contains two measures of music with dynamics 'ff' and 'mp'. The second staff continues the melody. The third staff contains two measures of music with a dynamic of 'ff'. Below the staves are two sets of empty five-line staves.

Training Notes (space available for teacher to take notes):

Answer Key for Qualifying Set

	Instrument	Creating— Notation Score	Performing Score
Qualifying #1	Saxophone	3	2
Qualifying #2	Flute	2	2
Qualifying #3	Voice	4	1
Qualifying #4	Violin	1	0
Qualifying #5	Trumpet	4	1
Qualifying #6	Violin	3	1
Qualifying #7	Trombone	3	4
Qualifying #8	Clarinet	3	1

Annotations to Qualifying Set

Qualifying #1 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student notates in the chosen key signature and correctly writes in the chosen time signature (there is confusion in the second measure and the last measure, but up to two errors are acceptable). Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the melodic line could not be played without stopping and because the form is not adequately labeled.

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches (one small error) and note articulation (except in the last measure) are performed as written *without obtrusive errors*. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the rhythms are not performed as written (starting and stopping many times), no change in dynamics is written, and the change in tempo is performed differently than it is written.

Qualifying #2 Annotation

Creating—Notation Rubric Score: 2

This response earns the score of 2 on the Creating—Notation Rubric for successfully completing two of the rubric’s five criteria. The student writes a melodic line that can be played or sung (difficult, but playable) and correctly uses a variety of rhythmic values. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (ends on B flat), its chosen time signature has errors in more than two measures (measures 7, 9, 10, 11), and the form is not correctly labeled.

Performing Rubric Score: 2

This response earns the score of 2 on the Performing Rubric for successfully completing two of the rubric’s five criteria. The pitches and note articulation are performed as written without obtrusive errors. Completing these two criteria earns the response two points for this rubric. No further credit is awarded because the rhythms include errors in measures 1, 3, 6, 7, 8, and 9, the change in dynamics is written but not performed, and no change in tempo is written into the music.

Qualifying #3 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing four of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and notates in the chosen key signature (cadences on “C”). Additionally, the student writes in the chosen time signature (three-four and four-four) and correctly uses a variety of rhythmic values (including rests and tied notes). Completing these four criteria earns the response full credit for this rubric, even though the sections of the composition are not labeled.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The note articulations are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the pitches are not performed correctly (in measures 1 and 13), the rhythms are performed with too many obvious errors, the change in dynamics was not performed at all, and a change in tempo is not written into the music.

Qualifying #4 Annotation

Creating—Notation Rubric Score: 1

This response earns the score of 1 on the Creating—Notation Rubric for successfully completing one of the rubric’s five criteria. The student does write a melodic line with twelve or more measures that can be played or sung. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (no tonal center, mis-written key signature), it includes errors in regard to the time signature in many measures (1, 2, 5, 7, 10, 11), does not use a variety of rhythmic values (only quarter notes are used), and does not correctly identify the form.

Performing Rubric Score: 0

This response earns the score of 0 on the Performing Rubric because it does not complete any of the rubric’s five criteria. Neither the pitches nor rhythms are performed correctly. The note articulations were performed incorrectly on the staccatos. Most dynamic changes are missed and no change in tempo is written into the music.

Qualifying #5 Annotation

Creating—Notation Rubric Score: 4

This response earns the score of 4 on the Creating—Notation Rubric for successfully completing all of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and notates it in the chosen key signature (ends of “F,” cadence on scale pattern) and writes in the chosen time signature with the correct number of beats per measure. Additionally, the student correctly uses a variety of rhythmic values and correctly identifies each section of the composition on the staff paper. Completing these five criteria earns the response full credit for this rubric.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The pitches are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the note articulations are not performed correctly (staccatos are written but not all performed), the rhythms are performed with too many errors, the change in dynamics was not performed (no obvious contrast), and a change in tempo is not written into the music.

Qualifying #6 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung and writes in the chosen time signature with the correct number of beats per measure (common time). Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (no cadence point, ends on “D” instead of “C”) and because each section of the composition is not correctly labeled.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The rhythms are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the pitches are not performed as written (measures 2, 3, 4...), the change in dynamics is written but not performed, and no note articulation or change of tempo are written.

Qualifying #7 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung (one measure lacks stems, but that does not affect the overall competency of the piece) and writes in the chosen time signature with the correct number of beats per measure (measures 4 and 5 have errors, but two errors are acceptable). Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition is not notated in the chosen key signature (no cadence points) and because the sections of the composition are not correctly identified (not labeled).

Performing Rubric Score: 4

This response earns the score of 4 on the Performing Rubric for successfully completing all five of the rubric’s criteria. The pitches and rhythms (minor errors) and note articulations are performed as written without obtrusive errors. Additionally, a change in dynamics and a change in tempo are also performed without obtrusive errors. Completing all five criteria earns the response full credit for this rubric.

Qualifying #8 Annotation

Creating—Notation Rubric Score: 3

This response earns the score of 3 on the Creating—Notation Rubric for successfully completing three of the rubric’s five criteria. The student writes a melodic line with twelve or more measures that can be played or sung (the pitches can be played/sung, and the rhythmic errors are minor) and notates in the chosen key signature. Additionally, the student correctly uses a variety of rhythmic values. Completing these three criteria earns the response three points for this rubric. No further credit is awarded because the composition has errors in too many measures regarding the time signature (2, 4, 6, 8, 9, 10) and because each section of the composition is not correctly labeled.

Performing Rubric Score: 1

This response earns the score of 1 on the Performing Rubric for successfully completing one of the rubric’s five criteria. The pitches are performed as written without obtrusive errors. Completing this criteria earns the response one point for this rubric. No further credit is awarded because the rhythms and note articulations are not performed as written, the change of dynamics is not contrasting enough, and a change of tempo is not written.

