

**Directions for Administering the
Washington Classroom-Based Performance Assessment (WCBPA)
Arts Performance Assessment
Grade 10 Music
Prime Time TV**

Introduction

This document contains information essential to the administration of the Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music, **Grade 10, Prime Time TV**. 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 and a series of short-answer questions.

- Performance tasks ask the students to individually create and perform a solo performance based on the criteria outlined in the task. All performances must be recorded by videotape to facilitate scoring and to document each student's performance.
- Response sheets are provided for creation and notation of theme song and variations. All written work must be completed on these student response sheets.
- Short-answer questions ask the students to supply a response that may be written or verbal. All verbal responses must be recorded to facilitate scoring and document each student's performance.

Materials and Resources

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

- classroom set of reproduced tasks, including the glossary of terms,
- classroom set of reproduced student response sheets,
- pencils and erasers,
- variety of piano/keyboard, band, orchestra, and barred instruments,
- private rehearsal space(s),
- private performance space, and
- video recorder and tape.

Teacher Preparation Guidelines

- This assessment is a solo/individual performance.
- Reproduce a classroom set of student task directions, glossary of terms, and student response sheets found in the Student Task Booklet.
- Students may perform using their voice or any instrument of their choice. The musical composition must be able to be played by this instrument or sung.
- Provide a variety of piano/keyboard, band, orchestra, and barred instruments.
- The student performances must be videotaped for this assessment.
- As an option to a written response, video or audio recording may be used at the teacher's discretion. Students being recorded need to be coached to face the recording device when responding. Students must have a copy of the response sheet when being recorded.
- Students may dictate response sheet answers for the teachers to scribe.
- The teacher's role during taping is to read questions. Students may use resources that are visible in the testing classroom, but the teacher may not prompt or coach students during the assessment.
- Video setup needs to be in a defined space, so the performer can be seen at all times.
- Students should be prompted to **clearly** say their name/number and their current grade level into the recording device before they begin their performance.
- Students who respond in writing must include their name/number on the response sheet.

Recommendation for Time Management

Teachers may administer the task in the way that is most practical for their classrooms and the allotted time periods. **The following five-day model is an example of how to administer the task.** This task should be administered in 5 to 6 days. The time frame is based on a 45–60 minute class session for specialists and classroom teachers. **Each individual instructor should tailor the administration of the task to his/her available class time and schedule.**

Day One Estimated Time:

- **10 minutes:** The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions asked and distributes all materials.
- **45 minutes:** The students create the theme song and notate it on staff paper.
- **5 minutes:** The teacher collects all student responses.

Day Two Estimated Time:

- **5 minutes:** The teacher distributes all student responses to the students.
- **45 minutes:** The students create and notate three variations on their theme song.
- **5 minutes:** The teacher collects all student responses.

Day Three Estimated Time:

- **5 minutes:** The teacher returns all materials to the students.
- **45 minutes:** The students practice their theme song and three variations.

Concurrently:

- **40 minutes:** The teacher must videotape each student's performance.
- **5 minutes:** The teacher collects all student responses.

Day Four Estimated Time:

- **5 minutes:** The teacher returns all materials to students.
- **45 minutes:** The teacher must videotape each student's performance.

Concurrently:

- **40 minutes:** The students complete the response sheet after performing.
- **5 minutes:** The teacher collects all student responses.

Day Five Estimated Time:

- **5 minutes:** The teacher returns all materials to the students.
- **25 minutes:** The teacher videotapes the remaining student performances.
- **20 minutes:** The teacher videotapes the students who respond verbally.

Test Administration

Students may have as much time as they need to complete the task. All students who remain productively engaged in the task should be allowed to finish their work. In some cases, a few students may require considerably more time to complete the task than most students; therefore, you may wish to move these students to a new location to finish. In other cases, the teacher's knowledge of some students' work habits or special needs may suggest that students who work very slowly should be tested separately or grouped with similar students for the test.

Provide the class with the reproduced student tasks prior to beginning the task. The students will receive the task that follows. Instruct the students to look at the task. Have the students read the directions to themselves as you read them aloud. Answer any questions the students may have before you instruct them to begin.

Say: **Today you will take the Grade 10 Washington Classroom-Based Performance Assessment (WCBPA) Arts Performance Assessment of Music entitled "Prime Time TV."**

Prime Time TV

You are a composer and have been asked to provide a theme song for a television show. The show's producers require a theme song with three variations that can be used throughout the season. A **variation** is a version of the original theme song in which musical elements have been changed to affect the mood or style.

The producer has asked you to perform a theme song and create and perform three variations on this theme, using the same voice or instrument of your choice. The producer is interested in your use of different musical elements. You will have time to practice before performing the theme song and three variations. Then, the producer requires that you provide an explanation of the changes you made to the musical elements in creating each variation. The theme song and three variations may be performed using your voice or any instrument of your choice. The theme song and three variations should be performed without noticeable interruptions. You will have two chances to perform the theme song and three variations while being recorded.

The producer explains that you must meet the following task requirements when creating your theme song and three variations:

- Compose an original theme song or choose a theme song you know.
- Identify how the theme will be performed (voice, instrument type).
- Choose the appropriate clef (treble clef, bass clef, alto clef) for your voice or instrument of your choice.
- Notate the theme and variations on staff paper:
 - Choose a **key signature**.
 - Choose a **time signature**.
 - Use the correct number of **beats** in each **measure**.
 - Demonstrate correct **bar line** placement.
 - Notate **four** compositions of at least 8 measures **each** (one for the theme and one for each of the three variations).
- Use **each** of the following musical elements in your theme song and three variations:
 - **rhythm**,
 - **dynamics**,
 - **tempo**, and
 - **phrasing**.
- Change the way **one** musical element (rhythm, dynamics, tempo, or phrasing) is used in **each** variation.
- Using a pencil, place a box around the specific notated areas on the staff paper that are different from the theme song in **each** variation.

The producer explains that you must meet the following task requirements when performing your theme song and three variations:

- State the title of each composition before performing (e.g., theme song, variation #1, variation #2, variation #3).
- Identify the musical element that changed in **each** variation before you perform the variation.
- Perform the musical elements as they are notated in the theme song and variations.

The producer explains that you must meet the following task requirements when responding to your theme song and three variations:

- Describe how **each** of the four musical elements is used in the theme.
- Describe the mood or style in your theme.
- Describe how you changed **one** musical element in your first variation.
- Describe how the change of this musical element affected the mood or style in the first variation.
- Describe how you changed **one** musical element in your second variation.
- Describe how the change of this musical element affected the mood or style in the second variation.
- Describe how you changed **one** musical element in your third variation.
- Describe how the change of this musical element affected the mood or style in the third variation.

You will have 45 minutes to create your theme song and notate it on staff paper. You will have 45 minutes to create and notate the three variations of your theme song. You will have 45 minutes to practice your theme song and three variations before performing for your teacher. Your performance will be videotaped. After your performance, you will have 40 minutes to respond about your theme song and variations.

Theme Song

Title: _____

This theme song will be performed using _____.

1) Use the staff paper below to compose or notate the theme song.

The page contains 15 blank musical staves, each consisting of five horizontal lines, arranged vertically for composing a theme song.

2) Identify how you used the following musical elements in the theme song.

Rhythm:

Dynamics:

Tempo:

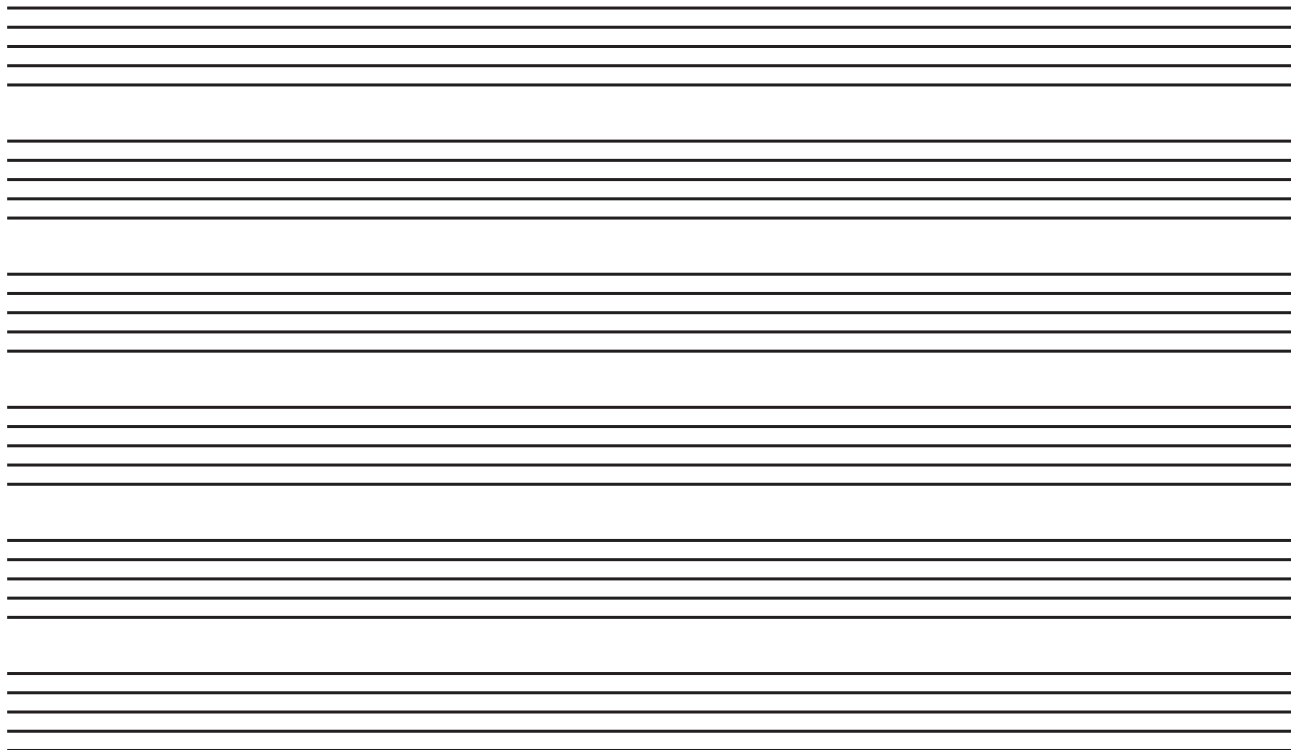
Phrasing:

3) Describe the mood or style these musical elements create in the theme.

Variation #1

Title: _____

- 4) Use the staff paper below to compose Variation #1 of your theme song.
- 5) Using a pencil, place a box around the specific notated areas that are different from the theme song.



- 6) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

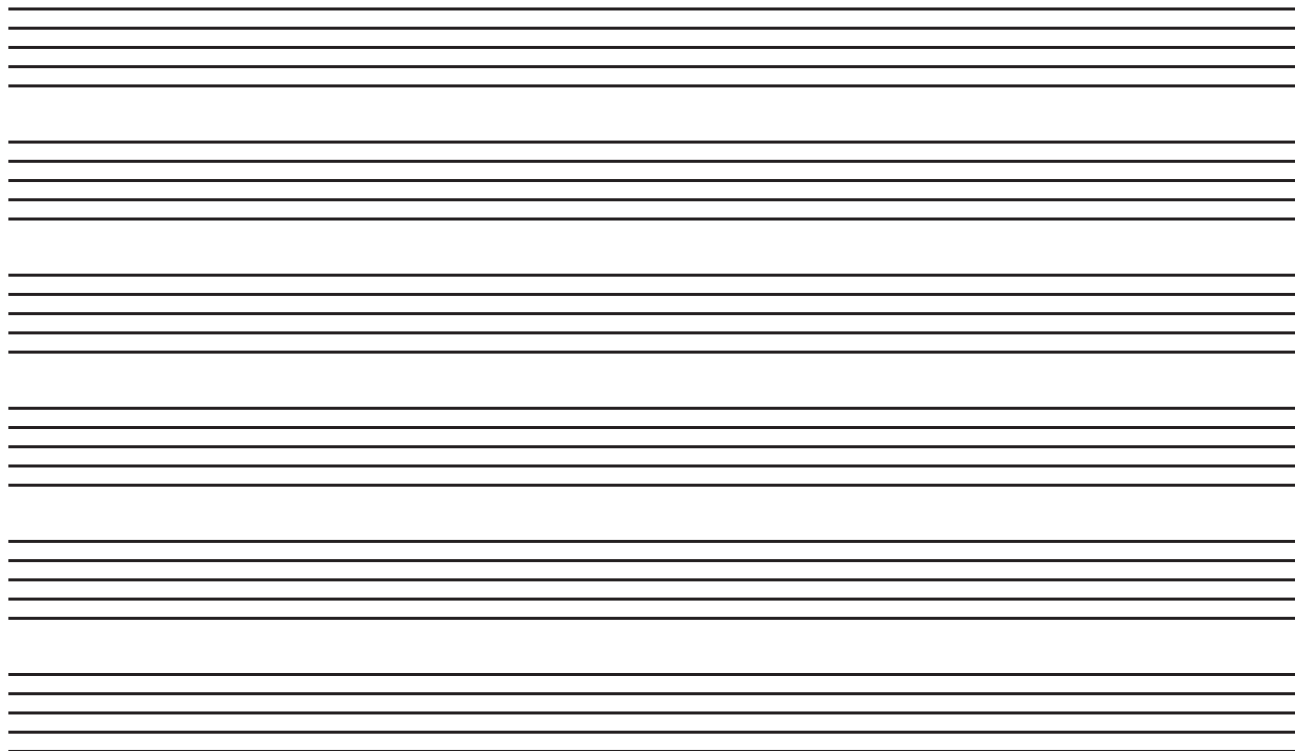
Changed musical element: _____

- 7) Describe how this change affected the mood or style.

Variation #2

Title: _____

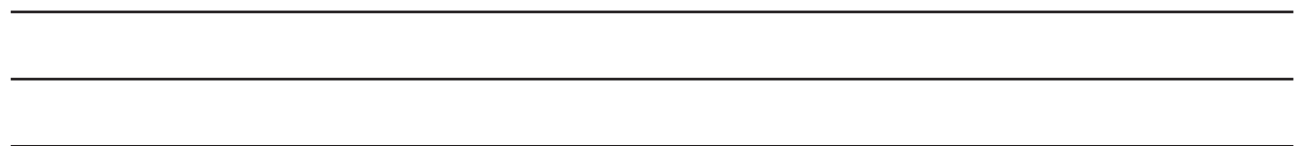
- 8) Use the staff paper below to compose Variation #2 of your theme song.
- 9) Using a pencil, place a box around the specific notated areas that are different from the theme song.

Ten blank musical staves, each consisting of five horizontal lines, arranged vertically for composing Variation #2.

- 10) Identify how you changed one of the following musical elements in this variation from your theme song: rhythm, dynamics, tempo, or phrasing.

Changed musical element: _____

- 11) Describe how this change affected the mood or style.

Three blank horizontal lines for describing how the change affected the mood or style.

Washington Classroom-Based Performance Assessment (WCBPA)
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Music Glossary

bar line—a vertical line on the staff separating one measure from the next

bass clef (F clef)—used to notate the lowest sounding notes; the two dots surrounding the fourth line indicate a note written on that line is F

beat—the steady pulse in music

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

dynamics—the loudness and quietness of sound

expression—the use of the elements of music (such as tempo, dynamics, etc.) to create a mood or feeling

form—the basic structure of a musical piece

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 bar lines

music elements—the basic components that make up musical work: beat/rhythm, expression (dynamics, style, phrasing, tempo), form, harmony, melody, notation, pitch, texture, timbre/tone color

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

phrase—a natural division of the melodic line, comparable to a sentence of speech

rhythm—the pattern of musical movement through time

style—the way a composition is written and performed to convey the composer's intended feelings and emotions (e.g., mood)

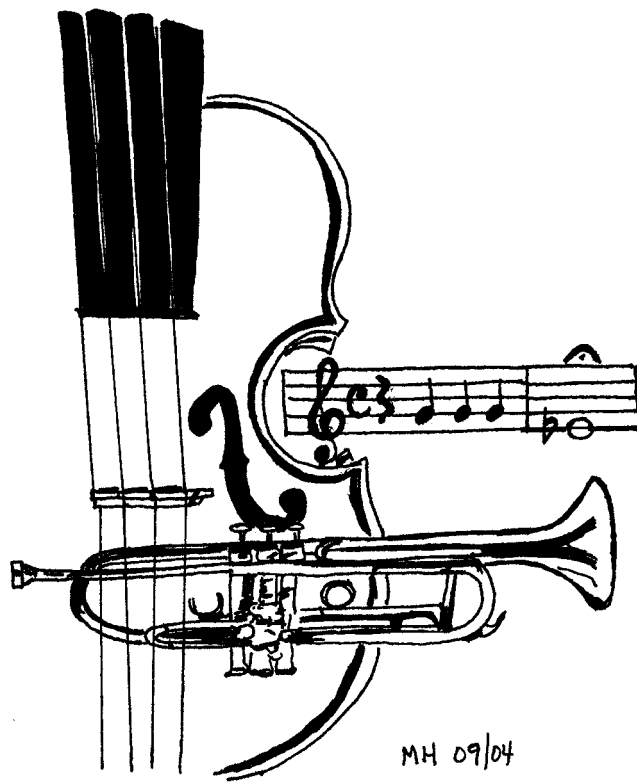
tempo—the pace at which a piece of music is performed

theme—a composition or section of a composition on which a variation is based

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

treble clef (G clef)—used to notate the highest sounding notes; the curl of the clef surrounding the second line indicates a note written on that line is G

variation—a version of the original theme in which some musical elements have been changed to affect the mood or style



Scoring Guide
Grade 10
Music
Prime Time TV (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 Rubric (1.1)

4	A 4-point response: The student demonstrates a thorough understanding of the elements of music by meeting all of the four task requirements listed below: <ul style="list-style-type: none">• uses standard notation, including the appropriate clef, time and key signature, and uses correct bar placement,• uses each of the musical elements (rhythm, dynamics, tempo, and phrasing),• selects or composes a theme then creates three variations, each at least 8 measures long, and• changes the way one musical element is used in each variation
3	A 3-point response: The student demonstrates an adequate understanding of the elements of music by meeting three of the four task requirements listed above.
2	A 2-point response: The student demonstrates a partial understanding of the elements of music by meeting two of the four task requirements listed above.
1	A 1-point response: The student demonstrates a minimal understanding of the elements of music by meeting one of the four task requirements listed above.
0	A 0-point response: The student demonstrates no understanding of the elements of music by meeting none of the four task requirements listed above.

Performing 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">• performs the musical elements (rhythm, dynamics, tempo, phrasing) as they are notated in the theme song,• performs the musical elements as they are notated in the first variation,• performs the musical elements as they are notated in the second variation, and• performs the musical elements as they are notated in the third variation.
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 task 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.

Responding Rubric (2.3)

4	<p>4-point response: The student demonstrates a thorough understanding of the responding process by meeting all of the four task requirements listed below:</p> <ul style="list-style-type: none">• identifies the four specific musical elements (rhythm, dynamics, tempo, and phrasing) in the theme and describes the mood or style these elements create in the theme,• describes how changing a specific musical element affected the mood or style of the first variation,• describes how changing a specific musical element affected the mood or style of the second variation, and• describes how changing a specific musical element affected the mood or style of the third variation.
3	<p>A 3-point response: The student demonstrates an adequate understanding of the responding process by meeting three of the four task requirements listed above.</p>
2	<p>A 2-point response: The student demonstrates a partial understanding of the responding process by meeting two of the four task requirements listed above.</p>
1	<p>A 1-point response: The student demonstrates a minimal understanding of the responding process by meeting one of the four task requirements listed above.</p>
0	<p>A 0-point response: The student demonstrates no understanding of the responding process by meeting none of the four task requirements listed above.</p>

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.