

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Pit Orchestra Audition

Grade 8 & High School Proficient

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Table of Contents

Introduction	ii
Overview	1
Test Administration: Expectations.....	1
Description of the Performance Assessment	2
Learning Standards	2
Supporting Materials and Resources for Teachers.....	4
Preparation for Administering the Assessment.....	4
Recommendations for Time Management.....	5
Assessment Task	6
Teacher’s Instructions to Students	6
Accommodations	6
Student’s Task.....	6
Glossary.....	11

Introduction

To Washington educators who teach the arts:

Welcome to one of our OSPI-developed performance assessments and this implementation and scoring guide. This document is part of the Washington assessment system at the Office of Superintendent of Public Instruction (OSPI).

The assessments have been developed by Washington State teachers and are designed to measure learning for selected components of the Washington State Learning Standards. They have been developed for students at the elementary and secondary levels. Teachers from across the state in small, medium, and large districts and in urban, suburban, and rural settings piloted these assessments in their classrooms. These assessments provide an opportunity for teachers to measure student skills; they can both help teachers determine if learning goals have been met, and influence how teachers organize their curricula. They also provide an opportunity for students to demonstrate the knowledge and skills they have gained.

These assessments:

- ◆ Provide immediate information to teachers regarding how well their students have acquired the expected knowledge and skills in their subject areas.
- ◆ Inform future teaching practices.
- ◆ Provide resources that enable students to participate in measuring their achievements as part of the learning experience.

Included in this document are:

- ◆ directions for administration
- ◆ assessment task
- ◆ scoring rubrics
- ◆ additional resources

Our hope is that this assessment will be used as an integral part of your instruction to advance our common goal of ensuring quality instruction for all students.

If you have questions about these assessments or suggestions for improvements, please contact:

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Pit Orchestra Audition

An OSPI-Developed Performance Assessment

Music
Grade 8 &
Proficient

Overview

This document contains information essential to the administration of *Pit Orchestra Audition*, an OSPI-developed arts performance assessment for music (Grade 8 & High School Proficient). Prior to administration of this assessment, all students should have received instruction in the skills and concepts being assessed. Please read this information carefully before administering the performance assessment.

This assessment may be used in several ways:

- ◆ As an integral part of instruction.
- ◆ As a benchmark, interim, or summative assessment.
- ◆ As a culminating project.
- ◆ As an integral part of a unit of study.
- ◆ As a means of accumulating student learning data.
- ◆ As an individual student portfolio item.

Synopsis of *Pit Orchestra Audition*

Students demonstrate their rhythm- and pitch-reading skills by sight-reading and performing an eight-measure section of music. After choosing a starting tempo, each student must perform the music without stopping. The student must also demonstrate appropriate performance skills. The student has two chances to perform the task for the teacher.

Test Administration: Expectations

The skills assessed by this task should be authentically incorporated into classroom instruction.

This assessment task is to be administered in a safe, appropriately supervised classroom environment following district policy and procedures.

All industry and district safety policies and standards should be followed in the preparation and administration of OSPI-developed performance assessments in dance, media arts, music, theatre, and visual arts.

Accommodations based upon a student’s individualized education program (IEP) or 504 Plan may require additional modifications to this assessment.

Additional modifications to the administration of this assessment may be required to accommodate cultural differences, diversity, and religious mores/rules.

Description of the Performance Assessment

- ◆ Performance prompts ask each student to create and present a performance or product based on the criteria outlined in the task.

Learning Standards

This assessment addresses the following learning standards. For more information, refer to Washington State Learning Standards: *The Arts Learning Standards: Music by Grade Level* (2017).

Anchor 4.2 Intermediate	Mu:Pr4.2.H.8	a. Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, and chordal accompaniments selected for performance, including at least some based on reading standard notation.
Anchor 4.3 Intermediate	Mu:Pr4.3.H.8	a. Demonstrate and describe in interpretations an understanding of the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, and chordal accompaniments.
Anchor 4.2 Intermediate	Mu:Pr4.2.E.8	a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
Anchor 4.3 Intermediate	Mu:Pr4.3.E.8	a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Anchor 4.2 High School Proficient	MU:Pr4.2.H.1	a. Identify and describe important theoretical and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).
Anchor 4.3 High School Proficient	MU:Pr4.3.H.1	a. Describe in interpretations the context (social, cultural, or historical) and expressive intent in a varied repertoire of music selected for performance that includes melodies, repertoire pieces, improvisations, and choral accompaniments in a variety of patterns (such as arpeggio, country and gallop strumming, and finger picking patterns).

Anchor 4.2 High School Proficient	MU:Pr4.2.E.1	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
Anchor 4.3 High School Proficient	MU:Pr4.3.E.1	a. Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Depending on how individual teachers build their lesson units, additional Washington State Learning Standards can be addressed.

Supporting Materials and Resources for Teachers

Preparation for Administering the Assessment

Tools & Materials

Teachers will need the following materials and resources to administer this performance assessment:

- ◆ copies of the task and glossary (one set for each student)
- ◆ copies of the scoring page and exercise sheet (one set for each student)
- ◆ an audiovisual recorder
- ◆ a private performance space for recording (if possible)

Guidelines

This assessment is an individual performance.

- ◆ Copy the student's task, rubric, scoring page, exercise sheet, and glossary. Make one set of copies for each student.
- ◆ Assign one of the sight-reading exercises to each student when the student is ready to begin; collect the exercise at the end of each performance.
- ◆ If possible, make an audiovisual recording of each student's performance privately.
- ◆ Give each student two opportunities to perform while being recorded.
- ◆ Set up the audiovisual recorder in a defined space so that the performer can be seen at all times.
- ◆ When you are administering the assessment, students may ask questions to clarify the process. You should encourage students to ask questions at any time throughout the administration of the assessment.

Using the Glossary

Terms listed in the glossary of this assessment were selected from the glossary of the Washington State Learning Standards for this subject area. When terms that come from other sources may be useful to the student, they are listed at the end of the glossary under the subheading *Additional Vocabulary*. The student's use of this additional vocabulary should not be considered in the scoring of the assessment.

Recommendations for Time Management

Students may have as much time as they need to complete the task. The timeframes suggested here are meant only as a guide, and you may shorten or lengthen them to suit the individual circumstances of the class and students.

The following is a **two-day** suggested timeframe:

Day 1

- 15 minutes: The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers any questions.
- 30 minutes: Each student has 1 minute to view the sight-reading exercise. Each student then has two opportunities to perform the exercise. (The teacher records both performances.)

Day 2

- 45 minutes: Each of the remaining students has 1 minute to view the sight-reading exercise. Each student then has two opportunities to perform the exercise. (The teacher records both performances.)
-

All students who remain productively engaged in the task should be allowed to finish their work. If a few students require considerably more time to complete the task than most students, you may wish to move these few 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.

Assessment Task

Teacher's Instructions to Students

1. Say: "Today you will take the Grade-8/high school proficient, Washington OSPI-developed arts performance assessment for music. This assessment is called *Pit Orchestra Audition*."
2. Provide the class with copies of the student's section of the assessment (which may include the student's task, response sheets, rubrics, templates, and glossary), along with any other required materials.
3. Tell the students that they may highlight and write on these materials during the assessment.
4. Have the students read the directions to themselves as you read them aloud. We also encourage you to review the glossary and scoring rubrics with the students.
5. Answer any clarifying questions the students may have before you instruct them to begin.
6. If this assessment is used for reporting purposes, circle the scoring points on the first page of each student's response sheets.

Accommodations

For students with special needs or whose English language skills are limited, refer to the student's individualized education program (IEP) or 504 Plan.

Student's Task

The following section contains these materials for students:

- The student's task: *Pit Orchestra Audition* (Grade 8 & High School Proficient)
- Assessment rubric
- Scoring page
- Exercise sheet

Pit Orchestra Audition

Your school is in need of an orchestra for the all-school musical. Performance in this orchestra will require rhythm- and pitch-reading skills.

To demonstrate your skill, the orchestra director asks you to sight-read and perform an eight-measure section of music. Sight-reading is the ability to read a piece of music that you have never seen before. You will be given eight measures of music and will choose a starting tempo that is comfortable for you. You will then perform the music on your instrument without stopping. The director also expects you to demonstrate appropriate performance skills. You will have time to view and prepare your audition before performing. You will have two chances to perform the audition task for your teacher.

Your Task

Sight-read and perform the section of music—

The director of the orchestra explains that you must meet the following requirements to demonstrate your playing skills:

- Perform the rhythms and pitches on your instrument correctly.
- State the tempo that you will use for your performance (such as largo, andante, allegro, or presto).
- Count off one preparatory measure before you begin playing.
- Perform with a steady beat.
- Perform each note and rest accurately according to the tempo of your choice.

The director has given you one minute to view the selection before performing.

Pit Orchestra Audition

	4 Points	3 Points	2 Points	1 Point
Performing	<p>The student meets all four of the following requirements, thereby demonstrating a thorough understanding of pitch, rhythm, and tempo:</p> <ul style="list-style-type: none"> ◆ States the chosen tempo and counts off one preparatory measure. ◆ Performs each note with the correct pitch. ◆ Performs each note and rest with its correct rhythmic value. ◆ Performs with a steady beat. 	<p>The student meets three of the four requirements listed at left, demonstrating an adequate understanding of pitch, rhythm, and tempo.</p>	<p>The student meets two of the four requirements listed at left, demonstrating a partial understanding of pitch, rhythm, and tempo.</p>	<p>The student meets one of the four requirements listed at left, demonstrating a minimal understanding of pitch, rhythm, and tempo.</p>

No Score: If the student demonstrates no understanding of the concepts indicated, meets none of the requirements listed, or is unable or unwilling to complete the task, the student will earn no score.

Student's Name/ID# _____ Grade Level _____

Circle number:

Performing Score 4 3 2 1

Notes

Pit Orchestra Audition

Violin

Violin musical notation in G major, 4/4 time. The first staff shows the beginning of the piece with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody starts with a quarter note G4, followed by eighth notes A4-B4-C5, a quarter rest, eighth notes D5-E5-F#5, a quarter note G5, a quarter rest, eighth notes A5-B5, a quarter note C6, and a quarter note B5. The second staff starts at measure 5 with a quarter note G5, eighth notes A5-B5, a quarter note C6, eighth notes B5-A5, a quarter note G5, eighth notes F#5-E5, a quarter note D5, eighth notes C5-B4, a quarter note A4, eighth notes G4-F#4, a quarter note E4, eighth notes D4-C4, a quarter note B3, and a quarter note A3.

Viola

Viola musical notation in G major, 4/4 time. The first staff shows the beginning of the piece with an alto clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody starts with a quarter note G4, followed by eighth notes A4-B4-C5, a quarter rest, eighth notes D5-E5-F#5, a quarter note G5, a quarter rest, eighth notes A5-B5, a quarter note C6, and a quarter note B5. The second staff starts at measure 5 with a quarter note G5, eighth notes A5-B5, a quarter note C6, eighth notes B5-A5, a quarter note G5, eighth notes F#5-E5, a quarter note D5, eighth notes C5-B4, a quarter note A4, eighth notes G4-F#4, a quarter note E4, eighth notes D4-C4, a quarter note B3, and a quarter note A3.

Cello

Cello musical notation in G major, 4/4 time. The first staff shows the beginning of the piece with a bass clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody starts with a quarter note G3, followed by eighth notes A3-B3-C4, a quarter rest, eighth notes D4-E4-F#4, a quarter note G4, a quarter rest, eighth notes A4-B4, a quarter note C5, and a quarter note B4. The second staff starts at measure 5 with a quarter note G4, eighth notes A4-B4, a quarter note C5, eighth notes B4-A4, a quarter note G4, eighth notes F#4-E4, a quarter note D4, eighth notes C4-B3, a quarter note A3, eighth notes G3-F#3, a quarter note E3, eighth notes D3-C3, a quarter note B2, and a quarter note A2.

Contrabass

Contrabass musical notation in G major, 4/4 time. The first staff shows the beginning of the piece with a bass clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody starts with a quarter note G2, followed by eighth notes A2-B2-C3, a quarter rest, eighth notes D3-E3-F#3, a quarter note G3, a quarter rest, eighth notes A3-B3, a quarter note C4, and a quarter note B3. The second staff starts at measure 5 with a quarter note G3, eighth notes A3-B3, a quarter note C4, eighth notes B3-A3, a quarter note G3, eighth notes F#3-E3, a quarter note D3, eighth notes C3-B2, a quarter note A2, eighth notes G2-F#2, a quarter note E2, eighth notes D2-C2, a quarter note B1, and a quarter note A1.

Glossary

allegro: literally, “cheerful or lively;” generally taken as a fast tempo, although not as fast as vivace or presto

andante: literally, “at a walking pace;” a moderately slow tempo, between allegretto and adagio

beat: underlying steady pulse present in most music

largo: very slow

measure: the segment of music contained between two bar lines

note: a symbol used to indicate a musical tone and designated period of time

pitch: identification of a tone or note with respect to highness or lowness (i.e., frequency)

presto: very fast

rest: a symbol that is used to mark silence for a specific amount of time

rhythm: duration or length of sounds and silences that occur in music; organization of sounds and silences in time

sight-reading: first attempt to perform a notated musical work

tempo: rate or speed of the beat in a musical work or performance

Terms in italics are reproduced from the glossary of the National Core Arts: Music Standards by the National Coalition for Core Arts Standards.

The full glossary for this subject area can be found in the Washington State Learning Standards: *The Arts Learning Standards: Music by Grade Level* (2017).