

# OSPI-Developed Performance Assessment

A Component of the  
Washington State Assessment System

## The Arts: Music

# Cartoon Soundtrack

## Grade 5

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Office of Superintendent of Public Instruction  
Old Capitol Building  
P.O. Box 47200  
Olympia, WA 98504-7200

For more information about the contents of this document, please contact:

Anne Banks, The Arts Program Supervisor  
Phone: 360-725-4966  
email: [anne.banks@k12.wa.us](mailto:anne.banks@k12.wa.us)

Or contact the Resource Center at 888-595-3276, TTY 360-664-3631

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# 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:

Anne Banks, Program Supervisor, The Arts  
360-725-4966, [anne.banks@k12.wa.us](mailto:anne.banks@k12.wa.us)

# Cartoon Soundtrack

An OSPI-Developed Performance Assessment

Music  
Grade 5

## Overview

This document contains information essential to the administration of *Cartoon Soundtrack*, an OSPI-developed arts performance assessment for music (Grade 5). 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 *Cartoon Soundtrack*

Each student creates music for a cartoon soundtrack. The composition is to be four measures long, with interesting rhythm and dynamics. The student will play the piece on an unpitched percussion instrument and must perform without interruptions. The student will have two chances to perform the selection for the teacher, who will record both performances.

## 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.
- ◆ Students must also respond to short-answer questions and prompts. Their answers may be written or oral. All written work must be completed on the response sheets provided. Oral responses may be recorded to facilitate scoring and to document each student’s performance.

## 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).

<b>Anchor 1</b> Grade 5	MU:Cr1.1.5	a. Improvise rhythmic, melodic, and harmonic ideas, and explain connection to specific purpose and context (such as social, cultural, and historical). b. Generate musical ideas (such as rhythms, melodies, and accompaniment patterns) within specific related tonalities, meters, and simple chord changes.
<b>Anchor 2</b> Grade 5	MU:Cr2.1.5	a. Demonstrate selected and developed musical ideas for improvisations, arrangements, or compositions to express intent, and explain connection to purpose and context. b. Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic, and two-chord harmonic musical ideas.
<b>Anchor 3.1</b> Grade 5	MU:Cr3.1.5	a. Evaluate, refine, and document revisions to personal music, applying teacher-provided and collaboratively-developed criteria and feedback, and explain rationale for changes.
<b>Anchor 3.2</b> Grade 5	MU:Cr3.2.5	a. Present to others the final version of personal created music that demonstrates craftsmanship, and explain connection to expressive intent.
<b>Anchor 4.1</b> Grade 5	MU:Pr4.1.5	a. Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.

<b>Anchor 4.2</b> Grade 5	MU:Pr4.2.5	<p>a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>b. When analyzing selected music, read and perform using standard notation.</p> <p>c. Explain how context (such as social, cultural, and historical) informs performances.</p>
<b>Anchor 4.3</b> Grade 5	MU:Pr4.3.5	<p>a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).</p>
<b>Anchor 5</b> Grade 5	MU:Pr5.1.5	<p>a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.</p> <p>b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.</p>
<b>Anchor 6</b> Grade 5	MU:Pr6.1.5	<p>a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.</p> <p>b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.</p>

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 student’s task, rubric, response sheets, and glossary (one set for each student)
- ◆ sharpened pencils and erasers
- ◆ a variety of unpitched percussion instruments (such as rhythm sticks, maracas, hand drums, and tambourines)
- ◆ an audiovisual recorder
- ◆ a performance space with an area for an audience

## Guidelines

This assessment is an individual performance.

- ◆ Copy the student’s task, including the rubric, response sheets, and glossary of terms. Make one set of copies for each student.
- ◆ 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.
- ◆ Students must include their names/numbers on their response sheets.
- ◆ Set up the audiovisual recorder in a defined space so that the performer can be seen at all times.
- ◆ Coach students to face the recorder when they are performing.
- ◆ Prompt students to state their names/numbers and current grade level into the recording device before they begin performing.
- ◆ Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during 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 **three-day** suggested timeframe:

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### Day 1

- 10 minutes: The teacher provides the class with the task and reads it aloud. The students ask questions; the teacher answers questions.
- 15 minutes: The students use the workspace provided (see the response sheets) to create their four measures of rhythm; they then write their four measures on the final composition sheets.
- 5 minutes: The teacher collects all materials.

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### Day 2

- 5 minutes: The teacher distributes materials to the students.
- 10 minutes: The students finish composing their rhythmic pieces on their final composition sheets and then practice their pieces.
- 10 minutes: Students perform their compositions while being recorded; each student performs twice.
- 5 minutes: The teacher collects all materials.

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### Day 3

- 5 minutes: The teacher distributes materials to the students.
  - 20 minutes: The remaining students perform their compositions twice while the teacher records their performances.
  - 5 minutes: The teacher collects all materials.
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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-5 Washington OSPI-developed arts performance assessment for music. This assessment is called *Cartoon Soundtrack*.”
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

The following accommodations can be made for students with special needs or whose English language skills are limited:

- ◆ To complete the response sheets, students may dictate their answers to an instructional aide, who will write them down.
- ◆ Students may give the written and/or recorded responses in their first language. We request a written and/or oral English translation for consistency (validity/reliability) in scoring the rubric.

Refer also 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: *Cartoon Soundtrack* (Grade 5)
- Assessment rubric
- Response sheets (optional)

# Cartoon Soundtrack

The director of a cartoon studio has developed a new character for an upcoming movie. The director is looking for a piece of music with interesting rhythm and dynamics for the movie's soundtrack. You want to be selected to compose music for the soundtrack.

The director has asked that you create and perform a rhythmic piece that is four measures long. The director is interested in your use of rhythm and dynamics. You will have time to practice before performing the piece on an unpitched percussion instrument. When you perform, you should play your music without stopping. You will have two chances to perform the selection. Your teacher will make an audiovisual recording of both performances.

## Your Task

### First, create your piece of music—

The director explains that you must meet the following requirements when you compose your rhythmic piece:

- Write your piece in the blank measures provided.
- Use a 4/4 time signature and include the correct number of beats in each measure.
- Use each of the following notes and rests at least once to create a varied rhythm:
  - half note
  - quarter note
  - paired eighth notes
  - quarter rest
- Use both *p*—*piano* (quiet) and *f*—*forte* (loud) at least once in your piece.
- Write these dynamic markings (*p* and *f*) under the rhythmic notation.

### Second, perform the music that you composed—

The director explains that you must meet the following requirements when you perform your composition:

- Use an unpitched percussion instrument for your performance (for example, rhythm sticks, maracas, a hand drum, or tambourine).

- Play the piece exactly as you wrote it, with the correct note values, rest values, and dynamics.
- Play the rhythm with a steady beat.

Your teacher will give you time to create your four measures of rhythm. You must write your composition on the response sheets provided. You will also have time to practice your piece, and you will then have the opportunity to perform it twice (your teacher will record both performances).

*Cartoon Soundtrack*

	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student demonstrates a thorough understanding of rhythm and steady beat by meeting all four of the following requirements:</p> <ul style="list-style-type: none"> <li>♦ Writes a four-measure piece with four beats in each measure.</li> <li>♦ Uses each of the following notes and rests at least once in the rhythmic piece: half note, quarter note, paired eighth note, and quarter rest.</li> <li>♦ Writes the dynamic marking <i>piano (p)</i> under the rhythmic notation.</li> <li>♦ Writes the dynamic marking <i>forte (f)</i> under the rhythmic notation.</li> </ul>	<p>The student demonstrates an adequate understanding of rhythm and steady beat by meeting three of the four requirements listed at left.</p>	<p>The student demonstrates a partial understanding of rhythm and steady beat by meeting two of the four requirements listed at left.</p>	<p>The student demonstrates a minimal understanding of rhythm and steady beat by meeting one of the four requirements listed at left.</p>
Performing	<p>The student demonstrates a thorough understanding of rhythm and dynamics by meeting the two requirements listed below:</p> <ul style="list-style-type: none"> <li>♦ Performs rhythms as written.</li> <li>♦ Performs dynamics as written.</li> </ul>	<p>The student demonstrates an adequate understanding of rhythm and dynamics by:</p> <ul style="list-style-type: none"> <li>♦ Performing with one or two rhythmic errors and with dynamics as written.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>♦ Performing rhythm as written, but without performing dynamics as written.</li> </ul>	<p>The student demonstrates a partial understanding of rhythm and dynamics by:</p> <ul style="list-style-type: none"> <li>♦ Performing with three or four rhythmic errors and with dynamics as written.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>♦ Performing with one or two rhythmic errors and without dynamics as written.</li> </ul>	<p>The student demonstrates a minimal understanding of rhythm and dynamics by:</p> <ul style="list-style-type: none"> <li>♦ Performing with five or more rhythmic errors and with dynamics as written.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>♦ Performing with three or four rhythmic errors and without dynamics as written.</li> </ul>

**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.

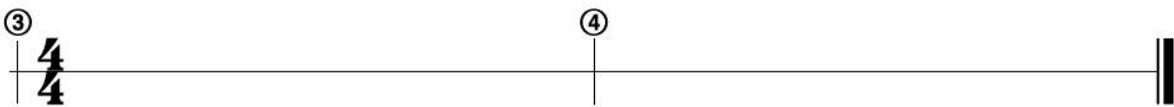
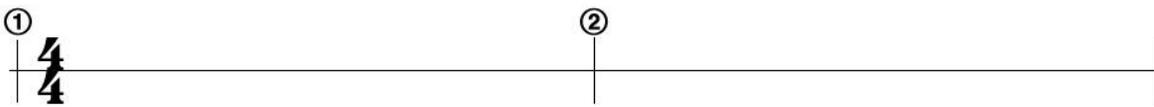
Student's Name/ID# \_\_\_\_\_ Grade Level \_\_\_\_\_

Circle number:

Creating Score	4	3	2	1
Performing Score	4	3	2	1

### Work Space

Use the space below for your work space. Your work space will not be scored.



Notation for nonpitched instruments

quarter note =  quarter rest = 

paired eighth note = 

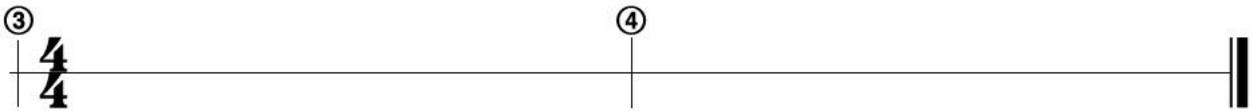
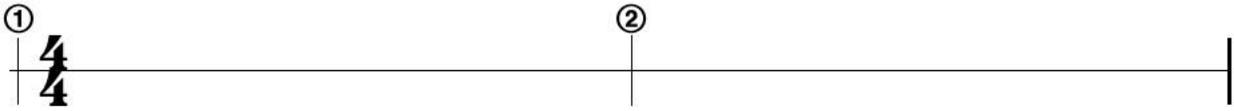
Dynamic Markings

piano (quiet) = *p*

forte (loud) = *f*

## Final Composition

Use the space below for your final composition. Your final composition will be scored.



## Glossary

**beat:** underlying steady pulse present in most music

**composition:** original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording [alternatively, compositions may be preserved orally, as in an oral tradition]

**dynamics:** level or range of loudness of a sound or sounds

**forte (f):** loud

**fortissimo (ff):** very loud

**measure:** the segment of music contained between two bar lines

**mezzo-forte (mf):** medium loud

**mezzo-piano (mp):** medium quiet

**notation:** visual representation of musical sounds  
a system of visual symbols used when writing music to indicate pitch, duration, and expression

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

**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, and eighth note

**paired eighth notes:** two eighth notes barred together

**pianissimo (pp):** very quiet

**piano (p):** quiet (soft)

**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

**time signature:** figures written on the staff at the beginning of the composition that indicate the meter or the number of beats used in a measure and what type of note equals one beat

**unpitched instrument:** percussive instruments without a definite pitch; for example, a bass drum, guiro, or rhythm sticks; usually notated by a symbol (typically an “X”) on a line

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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).