

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

All-State All-Stars

Grade 8

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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:

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All-State All-Stars

An OSPI-Developed Performance Assessment

Music
Grade 8

Overview

This document contains information essential to the administration of *All-State All-Stars*, an OSPI-developed arts performance assessment for music (Grade 8). 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 *All-State All-Stars*

The teacher tells the students that they are to audition for a place in an all-state band, choir, or orchestra. For the audition, each student must sight-sing or sight-read a line of music. If singing, the student may choose the starting pitch that is comfortable for the student's voice range.

Each student will be given time to practice. The student must then perform the selection without stopping.

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 Grade 8	MU:Pr4.2.8	a. Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each. b. When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.
Anchor 4 Grade 8	MU:Pr4.3.8	a. Perform contrasting pieces of music, demonstrating as well as explaining how the music’s intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

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, including the glossary of terms (one set for each student)
- ◆ copies of the sight-singing or sight-reading exercises (Do not give the exercises to the student until three minutes prior to the assessment.)
- ◆ private rehearsal space (without pitched instruments if students sing), if available
- ◆ private performance space (without pitched instruments if students sing) (recommended)
- ◆ a recording device (recommended)

Guidelines

This assessment is an individual performance.

- ◆ Copy the sight-singing or sight-reading exercises. Caution: If students are exposed to the exercises before they perform (not including the three-minute preparation), the sight-singing/reading assessment is no longer valid.
- ◆ Students may ask clarifying questions prior to performing.
- ◆ Students may have two opportunities to perform the selected sight-singing or sight-reading exercise.
- ◆ Prior to administering the task, assign each student one of the exercises from the sight-singing or sight-reading exercise sheet. Don't assign the same exercise to all students.
- ◆ Students who sing may choose a method for performing the task (solfege, scale numbers, neutral syllable, letter names, humming, or whistling).
- ◆ The sight-singing exercise is to be sung in legato (smooth and connected) style.
- ◆ Students should say their names, exercise numbers, and grade level into the recording device before they perform.

Give the first student the sight-singing or sight-reading exercise and allow the student three minutes to practice in the rehearsal space. If singing, the student should not have access to a pitched instrument. As the first student moves into the performance space, give the exercise to the second student. The second student will practice in the rehearsal space while the first student is being recorded in the performance space.

You may assist the student to find a starting pitch, or allow the student to choose a pitch that is comfortable. Encourage students who sing to establish their own tonality by singing an ascending and descending scale from the starting pitch and a 1, 3, 5, 3, 1 arpeggio. (Students are encouraged to use kinesthetic approaches such as solfegé or fingerings without instruments.) You may also encourage the students to establish a steady beat.

This assessment is an example of an audition process that could be used for all-state. It is not intended to be the actual audition for the Washington junior all-state performing groups. If the examples are too easy for your students, you may choose any four-measure sight-singing or sight-reading example.

Scoring Notes

When scoring the *Intervals and Key* rubric for voice, intervals should be considered and counted as they are numbered on the following notation for scoring:

Exercise 1

Exercise 1 consists of three staves of music in 4/4 time. The first staff is in treble clef, the second in alto clef, and the third in bass clef. Each staff contains 12 numbered notes: 1-4 are quarter notes, 5-6 are half notes, 7-11 are eighth notes, and 12 is a whole note. The notes are: Treble (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4), Alto (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4), Bass (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4).

Exercise 2

Exercise 2 consists of three staves of music in 4/4 time. The first staff is in treble clef, the second in alto clef, and the third in bass clef. Each staff contains 12 numbered notes: 1-4 are quarter notes, 5-6 are half notes, 7-11 are eighth notes, and 12 is a whole note. The notes are: Treble (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4), Alto (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4), Bass (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4).

Exercise 3

Exercise 3 consists of three staves of music in 4/4 time. The first staff is in treble clef, the second in alto clef, and the third in bass clef. Each staff contains 12 numbered notes: 1-4 are quarter notes, 5-6 are half notes, 7-11 are eighth notes, and 12 is a whole note. The notes are: Treble (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4), Alto (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4), Bass (C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4).

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 approximately 3 minutes to practice the sight-singing or sight-reading exercise (see *Preparation for Administering the Assessment: Guidelines*). Each student will have two opportunities to perform the exercise while being recorded.

Day 2

- 45 minutes: Each remaining student has approximately 3 minutes to practice the sight-singing or sight-reading exercise (see *Preparation for Administering the Assessment: Guidelines*). Each student will have two opportunities to perform the exercise while being recorded.
-

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 Washington OSPI-developed arts performance assessment for music. This assessment is called *All-State All-Stars*."
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:

- ◆ If students must complete response sheets as part of this assessment, they 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: *All-State All-Stars* (Grade 8)
- Assessment rubric
- Response sheets (optional)

All-State All-Stars

The state of Washington has a junior all-state band, choir, and orchestra for middle school students. You are an eighth-grade music student who wants to be selected for one of these performing groups. A committee of music teachers has developed an audition task for all students who audition for these groups. Your results from this task will determine whether you are selected for the all-state group of your choice.

The committee requires that you sight-sing or sight-read a line of music. Sight-singing/sight-reading is the ability to perform a piece of music that you have never seen before. Your teacher will give you the line of music, and you will choose a starting pitch. The committee will give you time to practice; you must then perform the selection without stopping.

Your Task

First, if you will sight-sing, choose your method—

The committee explains that you may sing the line of music in one of the following ways:

- using scale numbers (1, 2, 3, etc.)
- using solfegé (do, re, mi, etc.)
- using note names (C, D, E, F, G)
- using a neutral syllable (loo, too, doo, or a different syllable of your choice)
- humming or whistling

You should choose whichever method you are most comfortable with.

Second, perform the line of music—

The committee explains that you will need to meet the following requirements during your audition. You will be given one exercise to sight-sing or sight-read.

- Select the clef that you will use to perform the exercise.
- Perform each note with its correct rhythmic value.
- Perform with a steady beat.
- Perform each pitch and interval accurately according to the starting pitch that you chose.

You will have 3 minutes to practice before you perform for your teacher.

All-State All-Stars

	4 Points	3 Points	2 Points	1 Point
Performing (Rhythm & Beat)	<p>The student performs all measures of the exercise accurately, with no measures containing rhythmic errors.</p> <p>The student performs the exercise with a steady beat.</p>	<p>The student performs three measures of the exercise correctly, with one measure containing rhythmic errors.</p> <p>The student performs the exercise with a steady beat.</p>	<p>The student performs one or two measures of the sight-singing exercise correctly, with two to three measures containing rhythmic errors. The student performs the exercise with a steady beat.</p> <p>OR</p> <p>The student performs three measures of the sight-singing exercise correctly, with one measure containing rhythmic errors. The student performs the exercise with an irregular beat, either becoming faster or slower as the exercise progresses.</p>	<p>The student performs one or two measures of the exercise correctly, with two to three measures containing rhythmic errors.</p> <p>The student performs the exercise with an irregular beat, either becoming faster or slower as the exercise progresses.</p>
Performing (Intervals & Key)	<p>The student performs the exercise within the selected key by maintaining the student's tonal center based on the chosen starting pitch.</p> <p>The student performs the interval changes accurately, making no errors.</p>	<p>The student performs the exercise within the selected key by maintaining the student's tonal center based on the chosen starting pitch.</p> <p>The student performs the interval changes with inaccuracies, making one or two errors.</p>	<p>The student performs the exercise within the selected key by maintaining the student's tonal center based on the chosen starting pitch. The student performs the interval changes with inaccuracies, making three to four errors.</p> <p>OR</p> <p>The student performs the exercise outside the selected key without maintaining the student's tonal center based on the chosen starting pitch. The student performs the interval changes with inaccuracies, making one to two errors.</p>	<p>The student performs the exercise within the selected key by maintaining the student's tonal center based on the chosen starting pitch. The student performs the interval changes inaccurately, making five or more errors.</p> <p>OR</p> <p>The student performs the exercise outside the selected key without maintaining the student's tonal center based on the chosen starting pitch. The student performs the interval changes with inaccuracies, making three to four errors.</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 (Rhythm & Beat)	4	3	2	1
Performing Score (Intervals & Key)	4	3	2	1

Exercises: Voice

Exercise 1

Exercise 1 consists of three staves of music in 4/4 time. The top staff is in Treble clef, the middle in Bass clef, and the bottom in Bass clef. The melody in the top staff starts on G4, moves up stepwise to D5, then has a quarter rest, followed by a quarter note G4, and a half note G4. The accompaniment in the middle and bottom staves starts on G3, moves up stepwise to D4, then has a quarter rest, followed by a quarter note G3, and a half note G3. The final measure of each staff contains a whole note G4 in the top staff and a whole note G3 in the bottom staves.

Exercise 2

Exercise 2 consists of three staves of music in 4/4 time, identical in notation to Exercise 1. The top staff is in Treble clef, the middle in Bass clef, and the bottom in Bass clef. The melody in the top staff starts on G4, moves up stepwise to D5, then has a quarter rest, followed by a quarter note G4, and a half note G4. The accompaniment in the middle and bottom staves starts on G3, moves up stepwise to D4, then has a quarter rest, followed by a quarter note G3, and a half note G3. The final measure of each staff contains a whole note G4 in the top staff and a whole note G3 in the bottom staves.

Exercise 3

Exercise 3 is a three-staff musical exercise in 4/4 time. The top staff uses a treble clef, the middle staff an alto clef, and the bottom staff a bass clef. The melody in the top staff begins with a quarter note G4, followed by quarter notes A4, B4, and C5. The middle and bottom staves mirror this melody. In the second measure, all three staves feature a triplet of eighth notes: G4, A4, and B4. The piece concludes with a whole note G4 in the top staff and a whole note G3 in the bottom staff.

Exercises: Instruments

Exercise 1

Exercise 1 is a five-staff musical exercise in 4/4 time, set in B-flat major. The staves are labeled as follows: C Instruments (treble clef, one flat), Bb Instruments (treble clef, two flats), Eb Instruments (treble clef, three flats), F Instruments (treble clef, two flats), and Bass Clef Instruments (bass clef, two flats). The melody in the C Instruments staff starts with a quarter note G4, followed by quarter notes A4, Bb4, and C5. The other staves follow this melody. In the second measure, all staves feature a triplet of eighth notes: G4, A4, and Bb4. The piece concludes with a whole note G4 in the C Instruments staff and a whole note G3 in the Bass Clef Instruments staff.

Exercise 2

Musical score for Exercise 2, featuring five staves. The score is in 4/4 time and B-flat major. The instruments are: C Instruments (Clef: C), Bb Instruments (Clef: C), Eb Instruments (Clef: C), F Instruments (Clef: C), and Bass Clef Instruments (Clef: F). The melody for C Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for Bb Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for Eb Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for F Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for Bass Clef Instruments is: G3, A3, Bb3, C4, Bb3, A3, G3.

Exercise 3

Musical score for Exercise 3, featuring five staves. The score is in 4/4 time and B-flat major. The instruments are: C Instruments (Clef: C), Bb Instruments (Clef: C), Eb Instruments (Clef: C), F Instruments (Clef: C), and Bass Clef Instruments (Clef: F). The melody for C Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for Bb Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for Eb Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for F Instruments is: G4, A4, Bb4, C5, Bb4, A4, G4. The melody for Bass Clef Instruments is: G3, A3, Bb3, C4, Bb3, A3, G3.

Glossary

audition: a performance for a judge that will determine the performer's placement in or eligibility for an activity

beat: underlying steady pulse present in most music

intervals: distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

also, the distance between two pitches

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)

rhythmic value: note value and rest value

scale: pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

solfège/solfa/sol-fa: a system of syllables (do, re, mi, fa, so, la, ti, do) that is used to represent the tones of a musical scale and that is used to practice singing and train the ear

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).