

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Pet Food Commercial

Grade 5

Office of Superintendent of Public Instruction
April 2019



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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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Pet Food Commercial

An OSPI-Developed Performance Assessment

Music
Grade 5

Overview

This document contains information essential to the administration of *Pet Food Commercial*, 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 *Pet Food Commercial*

Each student writes and performs a musical composition for a pet food commercial. The student must demonstrate understanding of how tempo, rhythm, and dynamics relate to the new pet food. After practicing, the student will perform the composition for the teacher. The student must then describe the composition by responding to a set of questions.

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).

Anchor 1 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.
Anchor 2 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.
Anchor 3.1 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.
Anchor 3.2 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.
Anchor 4.1 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.

Anchor 4.2 Grade 5	MU:Pr4.2.5	<ul style="list-style-type: none"> a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance. b. When analyzing selected music, read and perform using standard notation. c. Explain how context (such as social, cultural, and historical) informs performances.
Anchor 4.3 Grade 5	MU:Pr4.3.5	<ul style="list-style-type: none"> a. Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).
Anchor 5 Grade 5	MU:Pr5.1.5	<ul style="list-style-type: none"> a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances. b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.
Anchor 6 Grade 5	MU:Pr6.1.5	<ul style="list-style-type: none"> a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation. b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

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 the glossary of terms (one set for each student)
- ♦ copies of the notation page and student-response sheet (one set for each student)
- ♦ pencils and erasers
- ♦ a variety of Orff melodic instruments, marimba band or steel drum band (melodic percussion) instruments, or recorders
- ♦ private rehearsal space(s)
- ♦ private performance space
- ♦ an audiovisual recorder (recommended)

Guidelines

This assessment is an individual performance.

- ♦ Copy the student's task, including the rubric, notation page, response sheet, and glossary. Make one set of copies for each student.
- ♦ Provide a variety of Orff melodic instruments, marimba band or steel drum band (melodic percussion) instruments, or recorders.
- ♦ Provide the appropriate key signature for each instrument.
- ♦ A student may perform using voice or the student's choice of instrument. The composition that the student creates must be able to be played by the instrument that the student has chosen.
- ♦ If you make a video recording, the recorder must be set up in a defined space so that the performer can be seen at all times.
- ♦ Students must complete their response sheets after they have performed.
- ♦ Students who respond in writing must include their names/numbers on their response sheets.
- ♦ To accommodate individual needs, you may permit students to dictate their responses to the teacher or an instructional aide, who will write them down.

- ♦ As an alternative to a written response, you may permit students to respond orally. Make a video or audio recording to document their responses:
 - Coach students who are being recorded to face the recording device when responding.
 - Students must have a copy of the response sheet when being recorded.
 - Ask students to begin by clearly stating their names/numbers and grade level into the recording device.
- ♦ Students may use resources that are visible in the testing classroom, but you may not prompt or coach students during the assessment.
- ♦ 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.

Scoring Notes

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

- ♦ “Readable and performable” means that students should take their time when writing their final drafts. Students should not lose points due to sloppy mistakes, such as extended bar lines, stems that are too short or too long, or other compositional techniques that are not standard practice—perfected manuscript writing is not the focus.
- ♦ If a student forgets to place a stem in their final draft, but performs the rhythm correctly, then give credit. The teacher can monitor the students’ progress and continually encourage them to check their work.
- ♦ It is permissible to provide the students with everything they will need to be successful in completing this assessment, including the rubric.

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 **four-day** suggested timeframe:

Day 1

- | | |
|-------------|---|
| 10 minutes: | The teacher provides the class with the task and reads it aloud. The students ask questions; the teacher answers questions. |
| 25 minutes: | The students begin creating and notating their compositions. |
| 5 minutes: | The teacher collects all materials (including response sheets). |

Day 2

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes response sheets. |
| 15 minutes: | The students complete their compositions. |
| 15 minutes: | The students rehearse their commercials. |
| 5 minutes: | The teacher collects all materials. |

Day 3

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes the response sheets. |
| 10 minutes: | The students rehearse their commercials. |
| 25 minutes: | The teacher may visually record each student's performance. Allow time afterwards for students to complete their responses. |

Day 4

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes the response sheets. |
| 25 minutes: | The teacher may visually record the remaining performances. |
| 10 minutes: | The teacher may record the students who respond orally. |
-

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 *Pet Food Commercial*."
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: *Pet Food Commercial* (Grade 5)
- ☒ Assessment rubric
- ☒ Notation page (optional)
- ☒ Response sheet (optional)

Pet Food Commercial

A leading pet food company is about to launch a new line of pet food. The head of the company wants to use music as the theme for the new brand and has requested that elementary students create and perform the music for the commercial. Your class has been selected to prepare compositions and perform for the new commercial.

The director of the commercial would like each member of your class to write and perform one composition for the commercial. The music that you create and perform for the commercial must demonstrate your understanding of how tempo, rhythm, and dynamics relate to the new pet food. The director will give you time to practice before you perform the selection; you must then describe your composition to the director.

Your Task

First, create your composition—

The director of the commercial explains that you must meet the following requirements when you create your composition:

- ☐ Select a name for the new pet food.
- ☐ Compose an original piece of music for the commercial; your composition should be only 2 or 4 measures long and should repeat itself.
- ☐ Notate your composition on staff paper so that it can be read and performed by anyone.
- ☐ Choose the appropriate clef (treble clef, bass clef, or alto clef) for your instrument.
- ☐ Use standard notation for the instrument of your choice.
- ☐ Choose a time signature.
- ☐ Use the correct number of beats in each measure.
- ☐ Demonstrate correct bar-line placement.
- ☐ Use each of the following musical elements in your composition:
 - tempo
 - rhythm
 - dynamics

Second, perform the music that you composed—

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

- ☐ Use your voice, Orff melodic instrument, marimba band or steel drum band (melodic percussion) instrument, or recorder.
- ☐ Demonstrate appropriate performance skills:
 - Introduce yourself while looking at the audience,
 - Introduce the name of your pet food.
 - Perform without noticeable interruption.
 - Perform and express the composition as notated using tempo, rhythm, and dynamics.
 - Use proper posture.
 - Demonstrate appropriate techniques with your instrument.
 - Have clear phrasing throughout the performance.
 - Maintain focus on your performance.
 - Acknowledge the audience at the end of the performance.

Third, prepare your response—

- ☐ Identify how you used each of the musical elements (tempo, rhythm, and dynamics) in your musical composition and in your performance.
- ☐ Describe how those elements portray the characteristics of the new brand of pet food.
- ☐ Use the vocabulary of music correctly.

You will create your composition and notate it on staff paper and practice before performing for your teacher. Your teacher may make a video recording of your performance. After your performance, you will have additional time to respond to questions about your commercial.

Pet Food Commercial

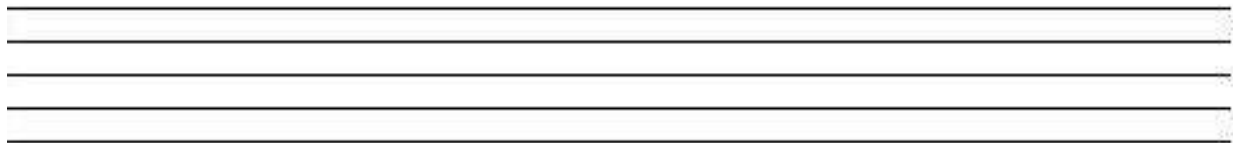
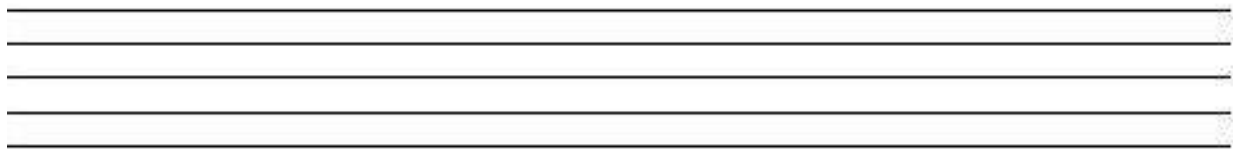
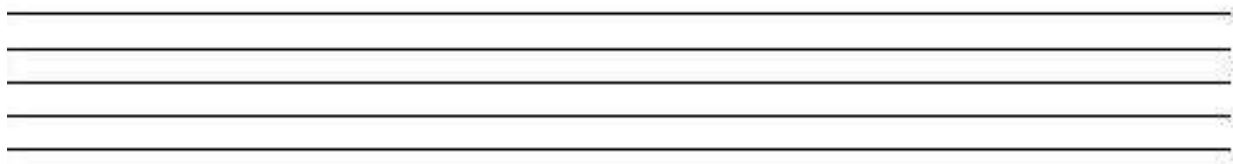
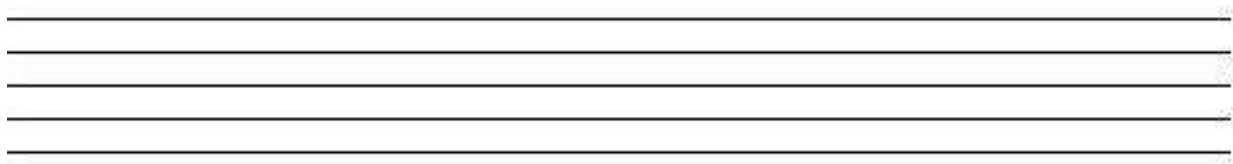
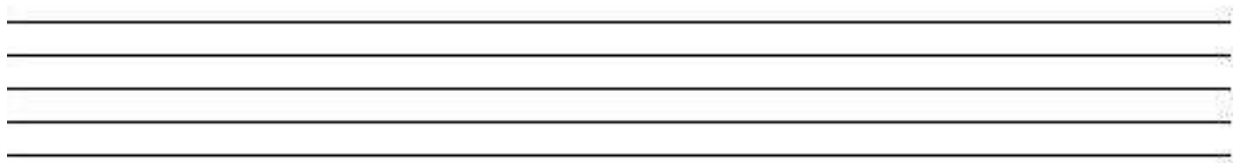
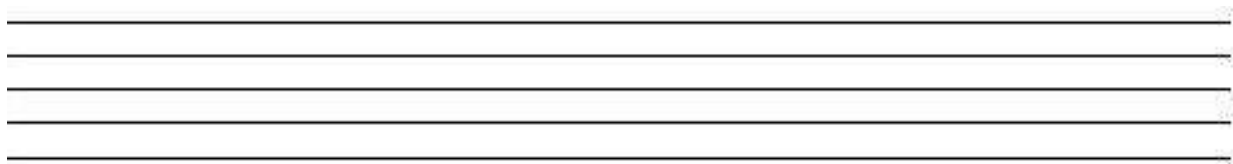
	4 Points	3 Points	2 Points	1 Point
Creating	<p>The student meets four or five of the following five criteria, thereby demonstrating a thorough understanding of composition that is readable and performable:</p> <ul style="list-style-type: none"> ♦ Creates and labels a composition that consists of 2 or 4 measures and repeats. ♦ Notates the composition with an appropriate clef and time signature in their correct places. ♦ Correctly notates and places notes and rests (note heads, stems, beams/flags, the rest “look” and placement on the staff). ♦ Uses the correct number of beats and bar placement for each measure. ♦ Correctly notates and places the expressive and musical elements (rhythm, as well as tempo and dynamic markings). 	The student meets three of the five criteria listed at left.	The student meets two of the five criteria listed at left.	The student meets one of the five criteria listed at left.
Performing	<p>The student meets four or five of the following five criteria, thereby demonstrating a thorough understanding of how to create and perform for a selected purpose:</p> <ul style="list-style-type: none"> ♦ Performs without noticeable interruption. ♦ Performs rhythms as notated. ♦ Performs pitches as notated. ♦ Performs the expressive elements of the music. ♦ Maintains focus and uses appropriate performance techniques with the voice or instrument of choice. 	The student meets three of the five criteria listed at left.	The student meets two of the five criteria listed at left.	The student meets one of the five criteria listed at left.
Responding	<p>The student meets four of the following four criteria, thereby demonstrating a thorough understanding of the responding process:</p> <ul style="list-style-type: none"> ♦ Identifies how tempo was used in the composition/ performance, and how it portrays a characteristic of the pet food. ♦ Identifies how rhythm was used in the composition/ performance, and how it portrays a characteristic of the pet food. ♦ Identifies how dynamics were used in the composition/ performance, and how it portrays a characteristic of the pet food. ♦ Uses the vocabulary of music throughout the response. 	The student meets three of the four criteria listed at left.	The student meets two of the four criteria listed at left.	The student meets one of the four criteria listed at left.

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 _____

Use the staff paper below to compose your draft music for the commercial. Your completed composition must be 2 or 4 measures long.

Name of pet food:



Student's Name/ID# _____ Grade Level _____

Circle number:

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

Responses

Use the chart below to explain how you used tempo, rhythm, and dynamics to portray the characteristics of the new brand of pet food.

	Musical Composition	Performance	Characteristics of the Brand of Pet Food
How did you use tempo in your commercial?			
How did you use rhythm in your commercial?			
How did you use dynamics in your commercial?			

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

bar/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 and pitch; the two dots surrounding the fourth line indicate a note written on that line is F

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

elements of music: basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

the components that make up a musical work: beat, rhythm, pitch, melody, harmony, texture, timbre/tone color, form, and expression (dynamics, style, tempo, phrasing)

expression: feeling conveyed through music

the use of the elements of music (such as dynamics, style, tempo, and phrasing) to create a mood or feeling

forte (f): loud

fortissimo (ff): very loud

key signature: set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

largo: very slow

measure: the segment of music contained between two bar lines

mezzo-forte (mf): medium loud

mezzo-piano (mp): medium quiet

musical elements: see *elements of music*

notation: visual representation of musical sounds

a system of visual symbols used when writing music to indicate pitch, duration, and expression

pianissimo (pp): very quiet

piano (p): quiet (soft)

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

presto: very fast

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

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

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

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

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).

Additional Vocabulary

The following vocabulary terms are also useful for this assessment.

commercial: an advertisement on television, featuring or accompanied by music

director: person in charge of a television program, commercial, or movie