

OSPI-Developed Performance Assessment

A Component of the
Washington State Assessment System

The Arts: Music

Documentary Theme Song

High School Proficient

Office of Superintendent of Public Instruction
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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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Documentary Theme Song

An OSPI-Developed Performance Assessment

Music
Proficient

Overview

This document contains information essential to the administration of *Documentary Theme Song*, an OSPI-developed arts performance assessment for music (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 *Documentary Theme Song*

Each student uses a music-sequencing computer program or a music-notation computer program to compose an original theme song for a documentary film. The music must have at least three different instrumentation layers, of which one must be percussion sounds.

Each student must also write a summary that explains the student's choice of topic, theme song, instrumentation, and musical elements.

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 High School Proficient	MU:Cr1.1.T.I	a. Generate melodic, rhythmic, and harmonic ideas for compositions or improvisations using digital tools.
Anchor 2 High School Proficient	MU:Cr2.1.T.I	a. Select melodic, rhythmic, and harmonic ideas to develop into a larger work using digital tools and resources.
Anchor 3.1 High School Proficient	MU:Cr3.1.T.I	a. Drawing on feedback from teachers and peers, develop and implement strategies to improve and refine the technical and expressive aspects of draft compositions and improvisations.
Anchor 3.2 High School Proficient	MU:Cr3.2.T.I	a. Share compositions or improvisations that demonstrate a proficient level of musical and technological craftsmanship as well as the use of digital tools and resources in developing and organizing musical ideas.
Anchor 8 High School Proficient	MU:Re8.1.T.I	a. Explain and support an interpretation of the expressive intent of musical selections based on treatment of the elements of music, digital and electronic features, and purpose.
Anchor 9 High School Proficient	MU:Re9.1.T.I	a. Evaluate music using criteria based on analysis, interpretation, digital and electronic features, and personal interests.

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 response sheets (one set for each student)
- ♦ pencils and erasers
- ♦ computer workstations/lab
- ♦ computer/sequencing or notation software/M.I.D.I. keyboard (optional)
- ♦ USB flash/jump drive or CD-R or CD-RW for each student

Guidelines

This assessment is an individual performance.

- ♦ Copy the student's task, rubric, response sheets, and glossary. Make one set for each student.
- ♦ A student may select an alternative theme for the documentary, but must obtain your approval.
- ♦ No pre-made "loops" are to be used.
- ♦ The students' compositions must be saved in such a way that each student's performance may be transferred to the teacher's computer workstation for accurate assessment. (Examples: WAV files, MP3 files, M.I.D.I. files, etc.)
- ♦ To accommodate individual needs, you may permit students to dictate their response-sheet answers to a teacher or aide, who will write them down.
- ♦ 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.

- ♦ The main theme for a documentary must remain within 15 to 25 seconds.

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:

Day 1

- | | |
|-------------|---|
| 15 minutes: | The teacher provides the class with the task and reads it aloud. The students may ask questions. The teacher answers questions and distributes materials. |
| 30 minutes: | The students create their theme songs. |
| 5 minutes: | The teacher collects all materials. |

Day 2

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes all materials. |
| 40 minutes: | The students create and record their theme songs. |
| 5 minutes: | The teacher collects all materials. |

Day 3

- | | |
|-------------|---|
| 5 minutes: | The teacher distributes all materials. |
| 30 minutes: | The students finish recording themes; then write their responses. |
| 5 minutes: | The teacher collects responses and recorded theme songs. |
-

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 high school proficient, Washington OSPI-developed arts performance assessment for music. This assessment is called *Documentary Theme Song*."
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: *Documentary Theme Song* (High School Proficient)
- ☒ Assessment rubric
- ☒ Response sheets (optional)

Documentary Theme Song

An acquaintance of yours has asked you to compose an original main theme song for a documentary being filmed by the video production class. The theme song will be played at the beginning and end of the documentary. A panel of teachers and students will review the documentary and decide whether it will be among those to be broadcast throughout the school. The documentary will have one of the following themes:

- Skateboarding
- Ethnic Diversity
- Family Pets
- Theme/subject of your choice

The review panel has asked that the theme song have at least three different instrumentation layers, of which one must be percussion sounds. You must use a music-sequencing computer program or a music-notation computer program to compose your theme song. You must save your composition in such a way that it can be accessed by the review panel.

The review panel is very interested in knowing why you chose the documentary topic, theme song, and instrumentation that you did. The panel would also like you to explain your choice of musical elements. You will therefore be asked to write a brief summary about your music to accompany your documentary theme song.

Your Task

First, compose your theme song—

The review panel explains that you must meet the following requirements when creating your theme song:

- ☐ Choose the focus of your documentary. (If you choose your own theme or subject, obtain your teacher's approval.)
- ☐ Use music sequencing software, music notation software, or other types of available technology to create your composition.
- ☐ Compose a theme song that:
 - Contains a minimum of two "related" instrument lines and one corresponding percussion line.
 - Is between 15 and 25 seconds in length.

- ☐ Give the theme song a title.
- ☐ Use three or more of the following musical elements in your theme song:
 - beat
 - tempo
 - rhythm
 - pitch
 - melody
 - harmony
 - texture
 - timbre
 - form
 - expression (dynamics, style, tempo, phrasing)

Second, prepare your response—

The review panel explains that you must meet the following requirements when preparing your response:

- ☐ List the instrumentation layers that you used in the composition.
- ☐ Give an example of how three of the following musical elements are expressed in the musical piece:
 - beat
 - rhythm
 - pitch
 - melody
 - harmony
 - texture
 - timbre
 - form
 - expression (dynamics, style, tempo, phrasing)
- ☐ Describe how the instrumental and percussion lines complement one another.

Documentary Theme Song

	4 Points	3 Points	2 Points	1 Point
Creating	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of communicating for a specific purpose: ♦ Composes an original theme song with a minimum of two “related” instrumental lines. ♦ Composes an original theme song that includes one corresponding percussion line. ♦ Composes an original main theme song 15–25 seconds in length. ♦ Saves the original main theme song so that it can be reviewed by others.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of communicating for a specific purpose.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of communicating for a specific purpose.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of communicating for a specific purpose.
Responding	The student meets all four of the following requirements, thereby demonstrating a thorough understanding of communicating for a specific purpose: ♦ Identifies and describes with appropriate music vocabulary one musical element. ♦ Identifies and describes with appropriate music vocabulary another musical element. ♦ Identifies and describes with appropriate music vocabulary a third musical element. ♦ Identifies and describes how the instrumental and percussion lines complement one another.	The student meets three of the four requirements listed at left, demonstrating an adequate understanding of communicating for a specific purpose.	The student meets two of the four requirements listed at left, demonstrating a partial understanding of communicating for a specific purpose.	The student meets one of the four requirements listed at left, demonstrating a minimal understanding of communicating for a specific purpose.

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
Responding Score	4	3	2	1

Responses

1. Identify the focus of the documentary. (Circle an option or write in an alternative.)

Skateboarding

Ethnic Diversity

Family Pets

Alternative Theme/Subject:

2. Write the title of the theme song:

3. Identify the instrumentation layers (texture) used in the theme song.

4. Using the vocabulary of music, describe how you applied each musical element in your composition.

first element:

second element:

third element:

5. As you listen to and review your theme song, describe how your instrumental and percussion lines complement one another.

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

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

form: element of music describing the overall organization [structure] of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form

forte (f): loud

fortissimo (ff): very loud

harmony: chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

also, sounding two or more tones at the same time

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

melody: linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

mezzo-forte (mf): medium loud

mezzo-piano (mp): medium quiet

musical elements: see *elements of music*

phrase: musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

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

style: label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre
the distinctive character or technique of an individual musician or group

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

texture: manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

timbre: tone color or tone quality that distinguishes one sound source, instrument, or voice from another

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).