

Scoring Guide Grade 8 Music Roller Coaster Fanatic (2005)

Introduction to the Scoring Guide

This booklet includes a training set of exemplar student responses. The responses will be used to instruct teachers how to score student responses using the rubrics provided.

Rubrics

Creating—Notation Rubric (1.1.2)

4	 A 4-point response: The student demonstrates a thorough understanding of notation by meeting four or five of the five task requirements listed below: notates a composition using a variety of notes and rests of at least 8 measures on staff paper, uses standard notation (e.g., time signature, key signature, bar lines, stems), uses the correct number of beats in each measure based on the chosen time signature, writes two dynamic markings under the rhythmic notation, and uses one or more tempo markings. 	
3	A 3-point response: The student demonstrates an adequate understanding of notation by meeting three of the five task requirements listed above.	
2	A 2-point response: The student demonstrates a partial understanding of notation by meeting two of the five task requirements listed above.	
1	A 1-point response: The student demonstrates a minimal understanding of notation by meeting one of the five task requirements listed above.	
0	A 0-point response: The student demonstrates no understanding of notation by meeting none of the five task requirements listed above.	

Performing—Arts Skills and Techniques Rubric (2.2)

4	 A 4-point response: The student demonstrates a thorough understanding of the performance process by meeting all of the four task requirements listed below: demonstrates the relationship and interactive responsibilities of the performer and audience, performs composition as notated, demonstrates appropriate performance techniques (including proper posture) with the voice or instrument of choice, and maintains focus and performs without interruption. 	
3	A 3-point response: The student demonstrates an adequate understanding of the performance process by meeting three of the four task requirements listed above.	
2	A 2-point response: The student demonstrates a partial understanding of the performance process by meeting two of the four task requirements listed above.	
1	A 1-point response: The student demonstrates a minimal understanding of the performance process by meeting one of the four requirements listed above.	
0	A 0-point response: The student demonstrates no understanding of the performance process by meeting none of the four task requirements listed above.	

Exemplar Responses and Annotations

Student Samples Scoring Note

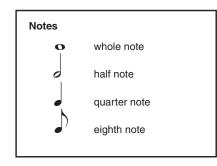
Some of the samples include student work that illustrates how students interpreted the directions. Student responses are authentic and may contain spelling errors in order to demonstrate the type of response a teacher would see and score. Authentic work during scoring training allows scorers to see that grammar and spelling are not considered when a score is given, unless the scorer is unable to interpret its meaning.

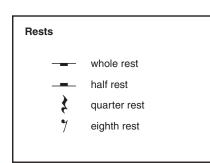
Purpose of Exemplar Set

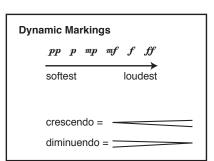
The set of exemplar papers is made up of examples of student responses that represent each score point. Each exemplar paper has been previously scored and includes an annotation that provides an explanation about the rationale for scoring.

1) Use the space below for the rough draft of your composition.











Exemplar #1 Annotation

Creating—Notation Rubric Score: 4

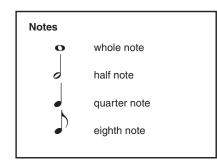
This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets all five of the task requirements: the student notates a composition (using a variety of notes and rests) of at least 8 measures on staff paper, uses standard notation (even though the whole rest is incorrect), uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting all five task requirements earns the performance four points on this rubric.

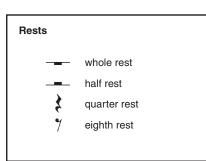
Performing—Art Skills and Techniques Rubric Score: 4

This performance earns the score of 4 on the Performing—Art Skills and Techniques Rubric for demonstrating a complete understanding of performance process by meeting all four of the task requirements: the student uses appropriate audience conventions, performs the composition as notated (the quality of the performance overshadows the small rest error in measure 7), demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. Meeting all four task requirements earns the performance four points on this rubric.

1) Use the space below for the rough draft of your composition.







Dynamic Markings				
pp p mp	mf f ff			
softest	loudest			
crescendo =				
diminuendo	=			



Exemplar #2 Annotation

Creating—Notation Rubric Score: 4

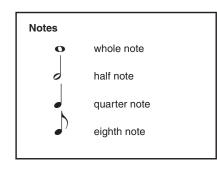
This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets all five of the task requirements: the student notates a composition (using a variety of notes and rests) of at least 8 measures on staff paper, uses standard notation, uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting all five task requirements earns the performance four points on this rubric.

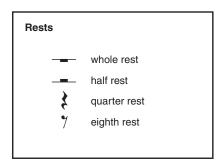
Performing—Art Skills and Techniques Rubric Score: 3

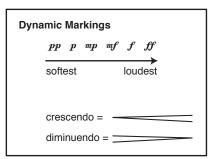
This performance earns the score of 3 on the Performing—Art Skills and Techniques Rubric for demonstrating an adequate understanding of performance process by meeting three of the four task requirements: the student uses appropriate audience conventions, demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. No further credit can be awarded because the performance is not performed as notated (there are rhythmic errors). Meeting three of the four task requirements earns the performance three points on this rubric.

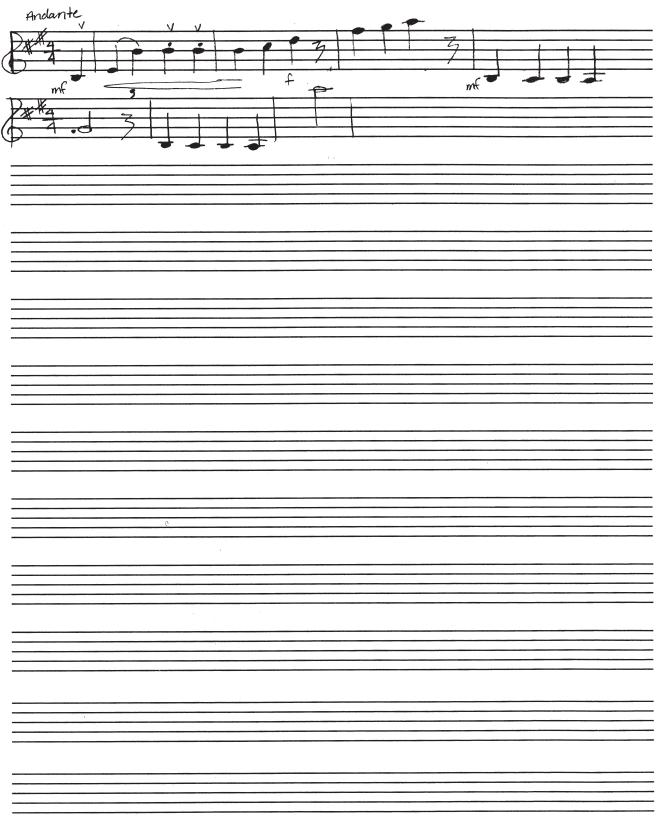
1) Use the space below for the rough draft of your composition.











Exemplar #3 Annotation

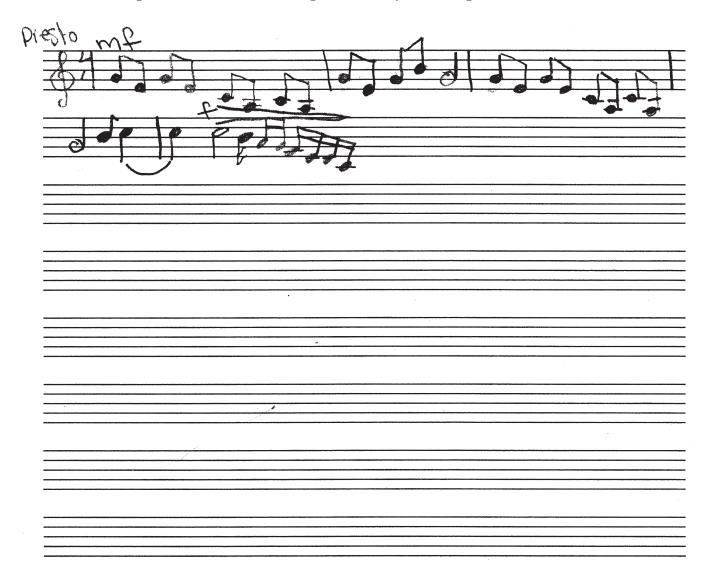
Creating—Notation Rubric Score: 4

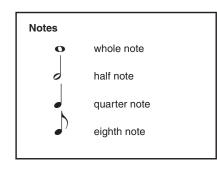
This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets four of the task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting four of the five task requirements earns the performance four points on this rubric. Although it does not affect the overall score, credit is not given for the first bullet on this rubric because the composition does not include a variety of rests.

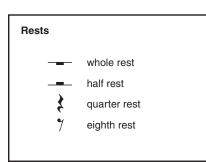
Performing—Art Skills and Techniques Rubric Score: 3

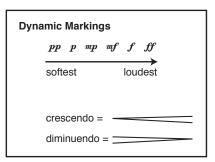
This performance earns the score of 3 on the Performing—Art Skills and Techniques Rubric for demonstrating an adequate understanding of performance process by meeting three of the four task requirements: the student uses appropriate audience conventions, demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. No further credit can be awarded because the performance is not performed as notated. Meeting three of the four task requirements earns the performance three points on this rubric.

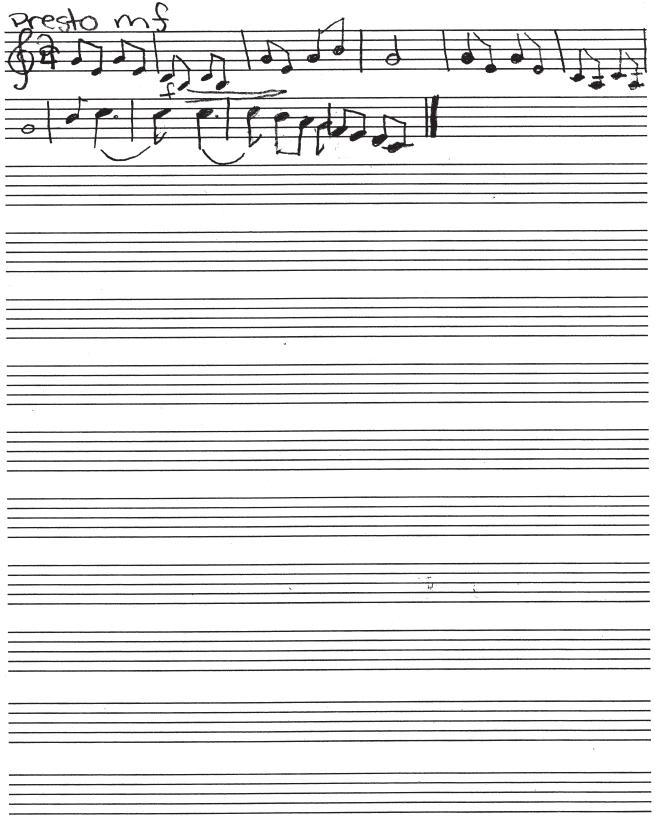
1) Use the space below for the rough draft of your composition.











Exemplar #4 Annotation

Creating—Notation Rubric Score: 3

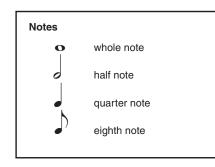
This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, and uses one or more tempo markings. No further credit can be awarded because the performance does not notate a composition of eight measures with a variety of notes and rests (there is no rest variety) and does not write dynamic markings under the rhythmic notation (they are above). Meeting three of the five task requirements earns the performance three points on this rubric.

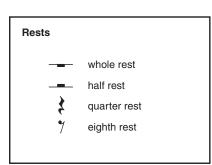
Performing—Art Skills and Techniques Rubric Score: 4

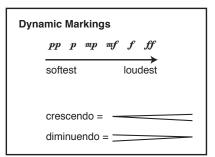
This performance earns the score of 4 on the Performing—Art Skills and Techniques Rubric for demonstrating a thorough understanding of performance process by meeting all four of the task requirements: the student uses appropriate audience conventions, performs the composition as notated (with one small error), demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. Meeting all four task requirements earns the performance four points on this rubric.

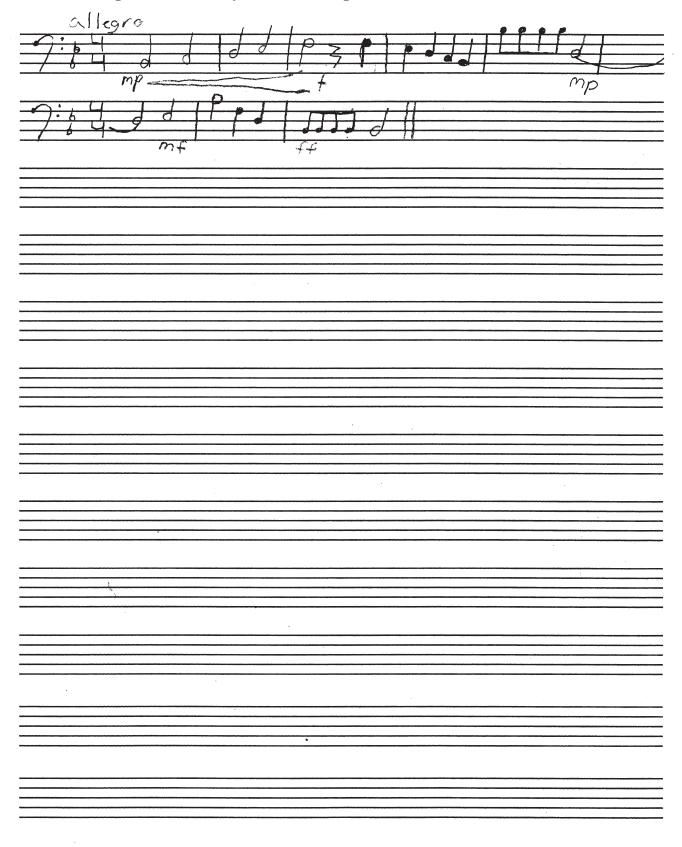
1) Use the space below for the rough draft of your composition.











Exemplar #5 Annotation

Creating—Notation Rubric Score: 4

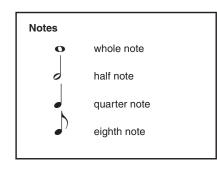
This performance earns the score of 4 on the Creating—Notation Rubric for demonstrating a thorough understanding of notation by meeting at least four of the five task requirements. The performance meets four of the task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, writes dynamic markings under the rhythmic notation, and uses one or more tempo markings. Meeting four of the five task requirements earns the performance four points on this rubric. Although it does not affect the overall score, credit was not given for the first bullet on this rubric because the composition does not include a variety of rests—there is only one rest.

Performing—Art Skills and Techniques Rubric Score: 2

This performance earns the score of 2 on the Performing—Art Skills and Techniques Rubric for demonstrating a partial understanding of performance process by meeting two of the four task requirements: the student uses appropriate audience conventions and maintains focus/performs without interruptions. No further credit can be awarded because the student does not perform as notated (there were no dynamics, notes were missed, and the pulse was inconsistent) and does not demonstrate appropriate performance technique (the instrument is not held correctly). Meeting two of the four task requirements earns the performance two points on this rubric.

1) Use the space below for the rough draft of your composition.





Rests		
	whole rest	
	half rest	
?	quarter rest	
7	eighth rest	

Dynamic Markings				
	pp p mp mf	f ff		
	softest	loudest		
	crescendo = -			
	diminuendo = <u>-</u>			



Exemplar #6 Annotation

Creating—Notation Rubric Score: 3

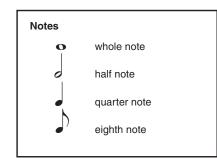
This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the performance uses standard notation, uses the correct number of beats per measure for the chosen time signature, and uses one or more tempo markings. No further credit can be awarded because the performance does not notate a composition of eight measures with a variety of notes and rests (there is no rest variety) and does not write two dynamic markings under the rhythmic notation (only one is provided). Meeting three of the five task requirements earns the performance three points on this rubric.

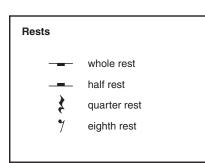
Performing—Art Skills and Techniques Rubric Score: 3

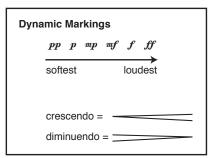
This performance earns the score of 3 on the Performing—Art Skills and Techniques Rubric for demonstrating an adequate understanding of performance process by meeting three of the four task requirements: the student uses appropriate audience conventions, demonstrates appropriate performance techniques with the voice or instrument, and maintains focus/performs without interruptions. No further credit can be awarded because the performance is not performed as notated (there are many errors). Meeting three of the four task requirements earns the performance three points on this rubric.

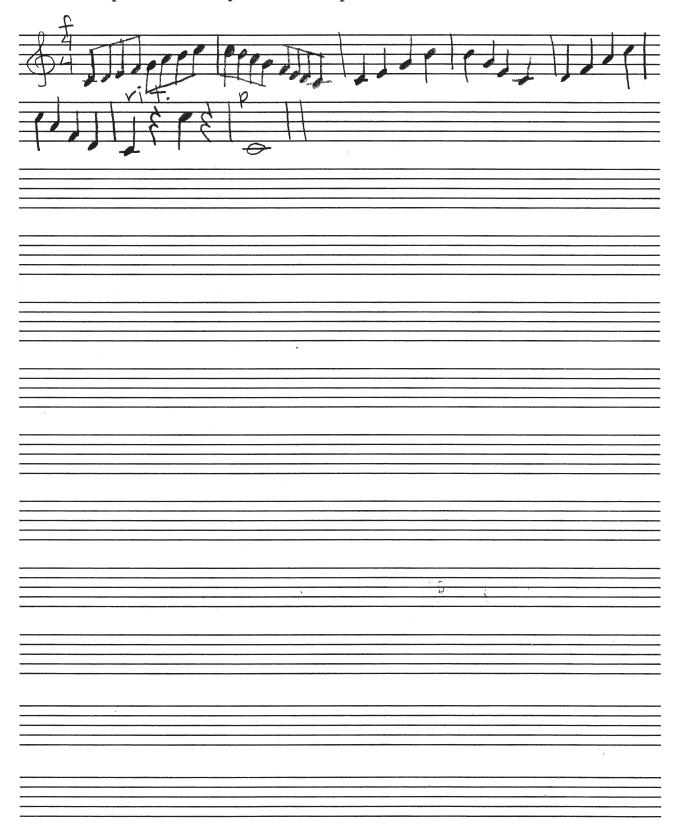
1) Use the space below for the rough draft of your composition.











Exemplar #7 Annotation

Creating—Notation Rubric Score: 3

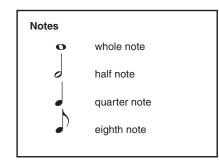
This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the student uses standard notation, uses the correct number of beats per measure for the chosen time signature, and uses one or more tempo markings. No further credit can be awarded because the performance does not notate a composition of eight measures with a variety of notes and rests (there is only one rest) and does not write two dynamic markings under the rhythmic notation (they are above). Meeting three of the five task requirements earns the performance three points on this rubric.

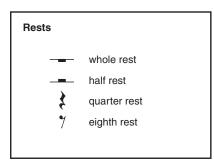
Performing—Art Skills and Techniques Rubric Score: 2

This performance earns the score of 2 on the Performing—Art Skills and Techniques Rubric for demonstrating a partial understanding of performance process by meeting two of the four task requirements: the student uses appropriate audience conventions and performs the composition as notated. No further credit can be awarded because the student does not demonstrate appropriate performance technique (using improper finger techniques) and does not perform without interruption (there is a pause between measures). Meeting two of the four task requirements earns the performance two points on this rubric.

1) Use the space below for the rough draft of your composition.







Dynamic Markings				
pp p mp	mf f ff			
softest	loudest			
crescendo =				
diminuendo	=			



Exemplar #8 Annotation

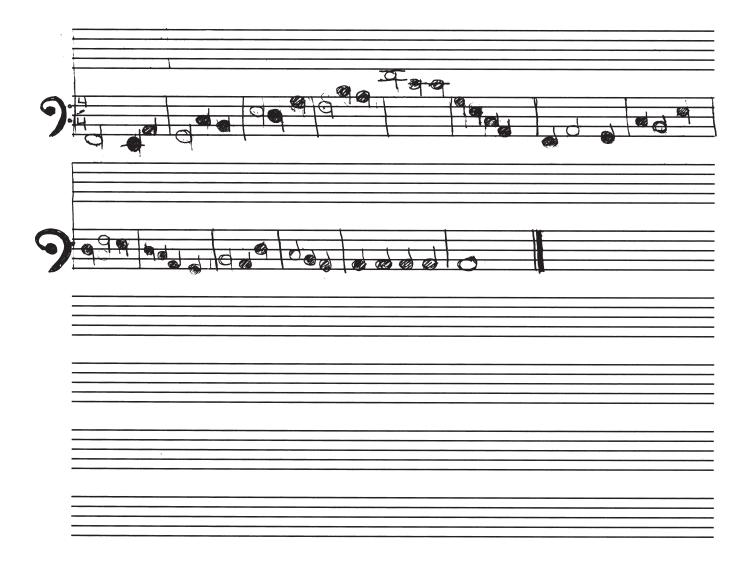
Creating—Notation Rubric Score: 3

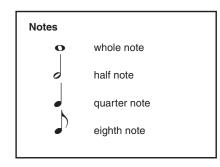
This performance earns the score of 3 on the Creating—Notation Rubric for demonstrating an adequate understanding of notation by meeting three of the five task requirements: the student notates a composition using a variety of notes and rests of at least eight measures, uses the correct number of beats per measure for the chosen time signature, and writes dynamic markings under the rhythmic notation. No further credit can be awarded because the performance does not use standard notation (problems with bar line placement and double bars, grand staff) and does not use one or more tempo markings (allagra instead of allegro). Meeting three of the five task requirements earns the performance three points on this rubric.

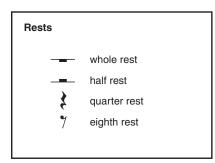
Performing—Art Skills and Techniques Rubric Score: 1

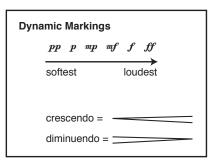
This performance earns the score of 1 on the Performing—Art Skills and Techniques Rubric for demonstrating a minimal understanding of performance process by meeting one of the four task requirements: the student does use appropriate audience conventions, earning one point. No further credit can be awarded because the student does not perform the composition as notated (rhythmic errors throughout, wrong notes played), does not demonstrate appropriate performance technique (tonguing and air support problems), and does not perform without interruption (long pauses before beginning notes). Meeting one of the four task requirements earns the performance one point on this rubric.

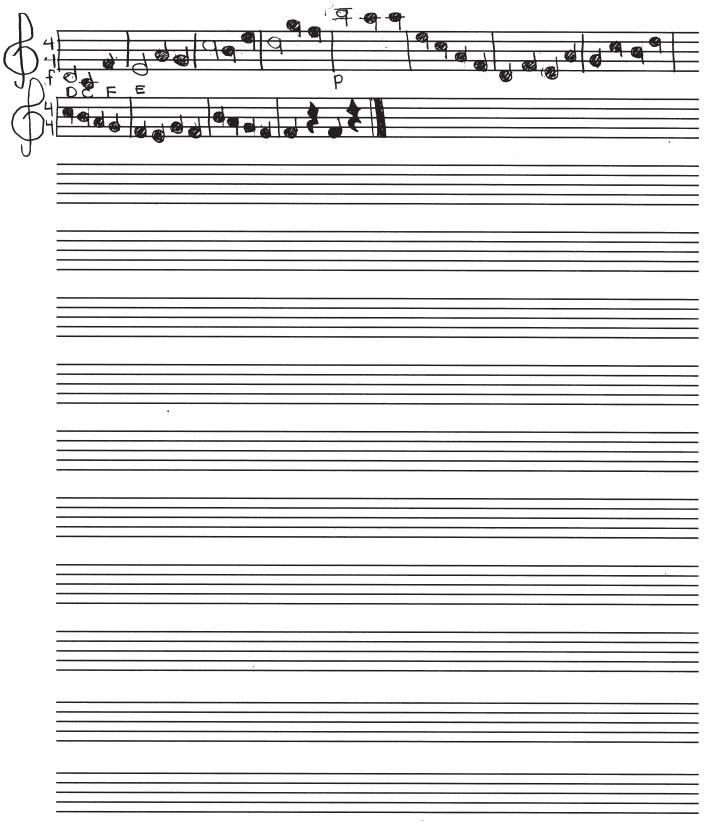
1) Use the space below for the rough draft of your composition.











Exemplar #9 Annotation

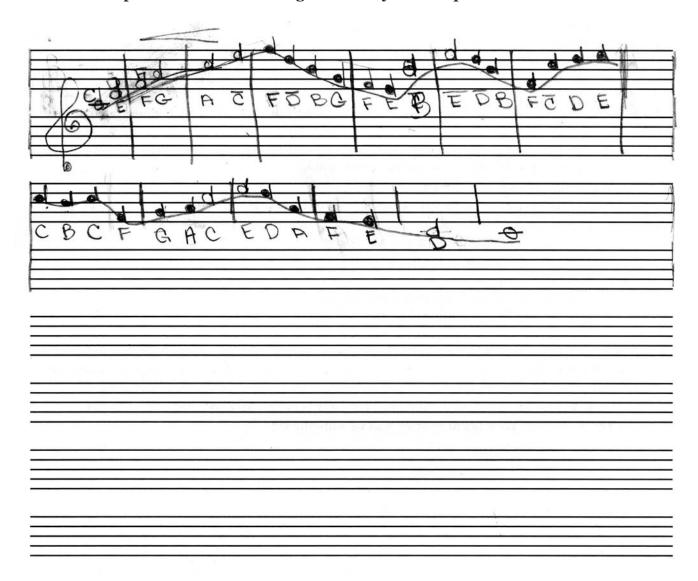
Creating—Notation Rubric Score: 2

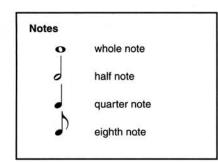
This performance earns the score of 2 on the Creating—Notation Rubric for demonstrating a partial understanding of notation by meeting two of the five task requirements: the student uses the correct number of beats per measure for the chosen time signature and writes dynamic markings under the rhythmic notation. No further credit can be awarded, however, because the performance does not notate a composition with a variety of notes and rests (no rest variety), does not use standard notation (poor placement of clef), and does not use one or more tempo markings (there are no markings). Meeting two of the five task requirements earns the performance two points on this rubric.

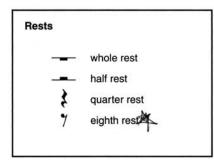
Performing—Art Skills and Techniques Rubric Score: 1

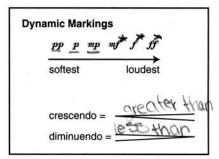
This performance earns the score of 1 on the Performing—Art Skills and Techniques Rubric for demonstrating a minimal understanding of performance process by meeting one of the four task requirements: the student does maintain focus and perform without interruptions, earning one point. No further credit can be awarded because the student does not use appropriate audience conventions, does not perform the composition as notated (rhythmic errors, changed clefs), and does not demonstrate appropriate performance technique (the student does not change hands correctly). Meeting one of the four task requirements earns the performance one point on this rubric.

1) Use the space below for the rough draft of your composition.











Exemplar #10 Annotation

Creating—Notation Rubric Score: 1

This performance earns the score of 1 on the Creating—Notation Rubric for demonstrating a minimal understanding of notation by meeting one of the five task requirements: the student does use the correct number of beats per measure for the chosen time signature, earning one point. No further credit can be awarded because the composition improperly notates rests, the time signature is outside the clefs, the student does not write dynamic markings under rhythmic notation, and does not use one or more tempo markings. Meeting one of the five task requirements earns the performance one point on this rubric.

Performing—Art Skills and Techniques Rubric Score: 0

This performance earns the score of 0 on the Performing—Art Skills and Techniques Rubric for demonstrating no understanding of performance process by meeting none of the four task requirements. The student does not use appropriate audience conventions. The student does not maintain focus and performs with interruptions (student laughs at one point in performance, there are lengthy pauses between notes while searching for keys). The student does not perform the composition as notated (rhythmic errors, incorrect notes, no dynamics), and does not demonstrate appropriate performance technique. Meeting none of the four task requirements earns the performance no point on this rubric.