

Early Adolescence through Young Adulthood/Music

Component 1: Content Knowledge

SAMPLE ITEMS AND SCORING RUBRICS

NATIONAL BOARD
for Professional Teaching Standards®

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EAYA/Music Instrumental: Band—Overview

This document provides information about the Early Adolescence through Young Adulthood/Music Instrumental: Band (EAYA/Music Instrumental: Band) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

EAYA/Music Instrumental: Band Component 1 Computer-Based Assessment

In the EAYA/Music Instrumental: Band Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EAYA/Music Instrumental: Band Standards Measured by Selected Response Items

The EAYA/Music Instrumental: Band selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
Theory and History (Standard II) <ul style="list-style-type: none"> • Theory • History 	25%
Facilitating Music Learning (Standard IV) <ul style="list-style-type: none"> • Curriculum • Instructional Strategies 	17%
Specialized Skills and Knowledge (Standard IV) Path-Specific <ul style="list-style-type: none"> • Instrumental: Band <i>or</i> • Instrumental: Orchestra <i>or</i> • Vocal/General 	33%
Performing and Repertoire (Standards II, VI) <ul style="list-style-type: none"> • Performing Techniques • Repertoire • Connections to Other Disciplines • Building Repertoires and Teaching Strategies that Include Music Chosen from a World Sample 	25%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete EAYA/Music Standards, refer to www.boardcertifiedteachers.org.

EAYA/Music Instrumental: Band Constructed Response Exercises

The EAYA/Music Instrumental: Band constructed response exercises assess the following:

- **Exercise 1: Diagnostic Skills**
In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and/or technical challenges for a given group of students. There are two prompts in this exercise.
- **Exercise 2: Instructional Strategies**
In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept. There is one prompt in this exercise.
- **Exercise 3: Applied Theory/Composition**
In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications. There is one prompt in this exercise.

Each constructed response exercise will be assessed using a scoring rubric. Each EAYA/Music Instrumental: Band Component 1 scoring rubric is derived from the Music Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: “Sample Selected Response Items and Answer Key for EAYA/Music Instrumental: Band Component 1” and “Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Music Instrumental: Band Component 1.”

Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EAYA/Music Instrumental: Band—Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

Sample Selected Response Items

1. Which of the following sequences of jazz eras is in chronological order?
 - A. cool jazz, jazz fusion, bebop, swing
 - B. jazz fusion, swing, bebop, cool jazz
 - C. bebop, swing, jazz fusion, cool jazz
 - D. swing, bebop, cool jazz, jazz fusion

2. A music teacher is preparing band students for the sight-reading portion of a contest. Which of the following student activities would most likely improve their sight-reading skills?
 - A. staring at whole notes for four full counts
 - B. stopping to correct mistakes
 - C. observing the key and time signatures
 - D. maintaining a flexible beat

3. A middle school band student switches from playing trumpet to horn. After one month, the student is playing with a poor low range and a thin, constricted tone. Which of the following embouchure errors is most likely causing these problems?
- A. the chin being too firm and flat
 - B. the mouthpiece being placed incorrectly
 - C. the corners of the lips being relaxed
 - D. the tongue and jaw being dropped too low

4. Which of the following beginning percussion skills is considered the most foundational?
- A. correctly holding the sticks at the fulcrum
 - B. correctly reading rhythms and pitches
 - C. correctly turning off the snares
 - D. correctly performing paradiddles

5. The harmonic series consists of the fundamental and:
- A. harmonies.
 - B. overtones.
 - C. intervals.
 - D. chords.

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	D
2	C
3	B
4	A
5	B

Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Music Instrumental: Band— Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

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Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Diagnostic Skills - Candidate Name		 Time Remaining 29:31
Diagnostic Skills <u>Introduction</u>		
<p>In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and/or technical challenges for a given group of students. There are two prompts in this exercise.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of your ability to:</p>		
<ul style="list-style-type: none">• accurately identify and thoroughly describe three different performance problems and their musical causes and solutions;• accurately identify and insightfully describe three different interpretive and/or technical challenges presented by a given musical score; and• insightfully, logically, and appropriately explain the causes of the anticipated challenges.		
<u>Directions</u>		
<p>There are two prompts in this exercise. You will have a total of 30 minutes to respond to both prompts combined, so plan your time accordingly.</p>		
<p>For Prompt 1, you will listen to an excerpt of a performance by a student ensemble. You may listen to the excerpt more than once. You will also view the accompanying musical score on-screen and respond to the prompt about this performance.</p>		
<p>For Prompt 2, you will examine a second musical score suitable for performance by a student ensemble. You will view the musical score on-screen and respond to the prompt about the score.</p>		
<p>After completing each prompt, click the Next button to continue. The Previous button will enable you to return to a previous prompt in order to enter or revise your response in the space provided.</p>		
<p>You may write notes on the erasable note board. These notes will not be scored as part of your response for this exercise.</p>		
<p>You must enter your responses to this exercise in the text boxes that appear below the prompts. Your score for this exercise will be based only on what you enter in the text boxes on the computer screen.</p>		
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Exercise 1: Diagnostic Skills - Candidate Name

 Time Remaining
29:31

This is Prompt 1 of 2. The second prompt appears on the next screen.

(The candidate is provided on-screen with a conductor's score and listens to a recorded student performance of that same piece. The student performance is approximately one minute in duration. The candidate can listen to the audio excerpt more than once.)

Locate the pages of the musical score associated with this prompt on the left-hand side of your screen.

You must address each of the following in your response to this prompt.

- Identify and describe in detail **three** different types of performance problems evident in this performance by **high school** students.
- In your response, cite the number of a **specific measure** in which **each** performance problem occurs.
- Be sure to identify **different types** of problems (not three separate instances of flawed intonation, for example).
- Thoroughly describe a possible **cause** and **solution** for **each** of the problems you have identified.
- Address your response to the performance at the **specific measures** you have identified.
- Focus your response on the **students**, not the teacher.

Enter your response in the text box below.

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Exercise 1: Diagnostic Skills - Candidate Name		 Time Remaining 29:31
<p>This is Prompt 2 of 2.</p> <p><i>(The candidate is provided on-screen with a musical score. There is no audio excerpt associated with this musical score.)</i></p> <p>Please refer to the musical score on the left-hand side of the screen.</p> <p>Note: There is no audio excerpt for this prompt.</p>		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Identify a total of three different interpretive and/or technical challenges you would expect a high school ensemble to experience in successfully performing this score.• In your response, describe in detail the three challenges, citing the numbers of specific measures. Interpretive challenges may include, among others, challenges in phrasing, dynamics, or style. Technical challenges may include, among others, challenges in breathing, fingering, or intonation.• Explain why students would likely experience each of these interpretive and/or technical challenges. <p>Enter your response in the text box below.</p>		
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Scoring Rubric for Exercise 1: Diagnostic Skills

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is accurate and described in detail.
- Description of each of the different performance problems' causes and solutions is thorough.
- Identification and description of specific technical and/or interpretive challenges is accurate, insightful, and well defined.
- Explanations of causes for the anticipated student challenges are insightful, logical and appropriate.

The **LEVEL 3** response offers *clear* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is accurate and described.
- Description of each of the different performance problems' causes and solutions is appropriate.
- Identification and description of specific technical and/or interpretive challenges is accurate.
- Explanations of causes for the anticipated student challenges are logical and appropriate.

The **LEVEL 2** response offers *limited* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is incomplete/inaccurate and description is general.
- Description of the different performance problems' causes and solutions is incomplete and/or contains inaccuracies.
- Identification and description of specific technical and/or interpretive challenges are general and/or inaccurate.
- Explanations of causes for the anticipated student challenges are general and/or inappropriate.

The **LEVEL 1** response offers *little or no* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is incomplete, inaccurate, vague, or missing.
- Description of the different performance problems' causes and solutions is incomplete, global, or missing.
- Identification and description of specific technical and/or interpretive challenges includes misconceptions, are vague, or missing.
- Explanations of causes for the anticipated student challenges are misinformed or absent.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: Instructional Strategies - Candidate Name		⌚ Time Remaining 29:31
Instructional Strategies		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept. There is one prompt in this exercise.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of:</p>		
<ul style="list-style-type: none">• a broad knowledge of auditory, visual, and kinesthetic instructional strategies as demonstrated through a detailed description of six distinct learning activities for one type of class/ensemble and grade level;• an explicit description of students' roles in the learning activities; and• the ability to select appropriate instructional strategies that thoroughly support student learning of a given concept as demonstrated through rationales for each activity that are tightly connected to the concept.		
<u>Directions</u>		
<p>There is one prompt in this exercise. You must enter your response to this exercise in the text box that appears below the prompt. Your score for this exercise will be based only on what you enter in the text box on the computer screen.</p>		
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Exercise 2: Instructional Strategies - Candidate Name		 Time Remaining 29:31
<p>You must address one of the following two concepts.</p> <ul style="list-style-type: none">• intonation (or pitch matching)• dotted rhythms		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Select and identify one concept from the list presented on the left. Identify the grade level(s) and type of music class or ensemble for which you will design this instruction.• All parts of your response must refer to the same class or ensemble.• Then describe a total of six distinct learning activities for teaching this concept.• This group of activities must include examples of auditory, kinesthetic, and visual learning.• For each activity, describe what the students will be doing and discuss how the activity will support their learning of the concept. <p>Enter your response in the text box below.</p>		
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Scoring Rubric for Exercise 2: Instructional Strategies

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, and all activities refer to the same class/ensemble and grade.
- Six distinct activities are identified and described in detail, with students' roles explicitly described.
- The activities include auditory, visual, and kinesthetic learning examples.
- The activities thoroughly support student learning of the concept.
- The rationale provided for each activity is tightly connected to the concept.

The **LEVEL 3** response provides *clear* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, and all activities refer to the same class/ensemble and grade.
- Six distinct activities are identified and described, with students' roles clearly described.
- The activities include auditory, visual, and kinesthetic learning examples.
- The activities support student learning of the concept.
- The rationale provided for each activity is logically connected to the concept.

The **LEVEL 2** response provides *limited* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, though some activities refer to different classes/ensembles and/or grades.
- Several activities are identified, though they may not be distinct from one another, and the description may be incomplete, with students' roles not clearly described.
- The activities do not include auditory, visual, and/or kinesthetic learning examples.
- Some activities may not support student learning of the concept.
- The rationale provided for each activity is loosely or vaguely connected to the concept.

The **LEVEL 1** response provides *little or no* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is not identified, or all activities do not refer to the same class/ensemble and grade.
- Some activities are identified, though without description, and without a description of students' roles.
- The activities do not include auditory, visual, and kinesthetic learning examples.
- There is no connection between the activities and student learning of the concept.
- The rationale provided for each activity is unrelated to the concept, or is not provided.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Exercise 3: Applied Theory/Composition - Candidate Name		⌚ Time Remaining 29:31
Applied Theory/Composition		
<u>Introduction</u>		
In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications. There is one prompt in this exercise.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of your ability to:		
<ul style="list-style-type: none">• use accurate key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings in a composition that includes 8 complete measures;• create a composition that is thoroughly well crafted in its musically expressive use of form, texture, rhythm, melody, and harmony;• compose music in response to curricular demands or performance situations that is at an appropriate level of difficulty for an intended ensemble; and• accurately and effectively include specified characteristics in the composition.		
<u>Directions</u>		
There is one prompt in this exercise. Please write your 8-measure composition on the staff paper in the section for Exercise 3 located in the back of the Assessment Center Response Booklet. Your score for this exercise will be based only on what you write in this section of the Assessment Center Response Booklet.		
Please note: If you have not received an Assessment Center Response Booklet, raise your hand.		
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Exercise 3: Applied Theory/Composition - Candidate Name

 Time Remaining
29:31

Create an 8-measure composition according to the specifications listed below. Include in your response the full range of musically appropriate signs and symbols, including tempo and dynamic markings.

Specifications

Purpose: a fanfare

Instrumentation: brass quintet: 2 trumpets, 1 French horn, 1 trombone, 1 tuba

Performers: high school students

Key/Meter: E-flat major (in transposed score) / $\frac{3}{4}$

Characteristics: Your 8-measure composition **must** include syncopation.

Write your 8-measure composition on the staff paper in the section for **Exercise 3** located in the back of the Assessment Center Response Booklet.

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Scoring Rubric for Exercise 3: Applied Theory/Composition

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes accurate key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings, and the composition includes eight complete measures.
- The writing for all instruments and/or voices is consistently grade-level appropriate.
- The composition is thoroughly well-crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is accurately and effectively included.

The **LEVEL 3** response offers *clear* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes accurate key signature, time signature, signs and symbols, and dynamic and expressive markings, and the composition includes eight complete measures.
- The writing for all instruments and/or voices is mostly grade-level appropriate.
- The composition is mostly well-crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is accurately included.

The **LEVEL 2** response offers *limited* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes some inaccuracies in key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings; the composition may include eight measures, though some may be incomplete.
- The writing for all instruments and/or voices is somewhat appropriate for the grade level.
- The composition is weakly crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is present, though it may be inaccurately used.

The **LEVEL 1** response offers *little or no* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes significant inaccuracies in key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings and the composition is missing measures or individual parts.
- The writing for instruments and/or voices is inappropriate for the grade level.
- The composition is poorly crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic may be inaccurate or missing.

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<p>Specialized Skills and Knowledge (Standard IV) Path-Specific</p> <ul style="list-style-type: none"> • Instrumental: Band <i>or</i> • Instrumental: Orchestra <i>or</i> • Vocal/General 	33%
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EAYA/Music Instrumental: Orchestra Constructed Response Exercises

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Inside This Document

This document includes the following two sections: “Sample Selected Response Items and Answer Key for EAYA/Music Instrumental: Orchestra Component 1” and “Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Music Instrumental: Orchestra Component 1.”

Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

Constructed Response Section

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- three sample constructed response exercises
- associated scoring rubric for each exercise

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Sample Selected Response Items and Answer Key for EAYA/Music Instrumental: Orchestra—Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

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Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

Sample Selected Response Items

1. Which of the following forms consists of an exposition, a development, and a recapitulation?
 - A. concerto-rondo
 - B. composite-ternary
 - C. variation
 - D. sonata-allegro

2. An orchestra is rehearsing a piece in which the trumpet parts are scored in C, but the trumpet players only have their B-flat trumpets with them. Which transposition must the trumpet players use to correctly play their parts?
 - A. major second down
 - B. perfect fifth up
 - C. major second up
 - D. octave down

3. Which of the following techniques can a string player use to slide from one position to another?
- A. vibrato
 - B. tremolo
 - C. spiccato
 - D. portamento

4. Which of the following musical concepts could be most easily connected to a social studies lesson about world cultures?
- A. form
 - B. tempo
 - C. harmony
 - D. instrumentation

5. Which type of augmented sixth chord contains two pairs of tritones?
- A. German
 - B. Italian
 - C. English
 - D. French

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	D
2	C
3	D
4	D
5	D

Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Music Instrumental: Orchestra— Component 1

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Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Diagnostic Skills - Candidate Name	 Time Remaining 29:31	
<p>Diagnostic Skills</p> <p><u>Introduction</u></p> <p>In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and/or technical challenges for a given group of students. There are two prompts in this exercise.</p> <p><u>Criteria for Scoring</u></p> <p>To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of your ability to:</p> <ul style="list-style-type: none">• accurately identify and thoroughly describe three different performance problems and their musical causes and solutions;• accurately identify and insightfully describe three different interpretive and/or technical challenges presented by a given musical score; and• insightfully, logically, and appropriately explain the causes of the anticipated challenges. <p><u>Directions</u></p> <p>There are two prompts in this exercise. You will have a total of 30 minutes to respond to both prompts combined, so plan your time accordingly.</p> <p>For Prompt 1, you will listen to an excerpt of a performance by a student ensemble. You may listen to the excerpt more than once. You will also view the accompanying musical score on-screen and respond to the prompt about this performance.</p> <p>For Prompt 2, you will examine a second musical score suitable for performance by a student ensemble. You will view the musical score on-screen and respond to the prompt about the score.</p> <p>After completing each prompt, click the Next button to continue. The Previous button will enable you to return to a previous prompt in order to enter or revise your response in the space provided.</p> <p>You may write notes on the erasable note board. These notes will not be scored as part of your response for this exercise.</p> <p>You must enter your responses to this exercise in the text boxes that appear below the prompts. Your score for this exercise will be based only on what you enter in the text boxes on the computer screen.</p>		
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Exercise 1: Diagnostic Skills - Candidate Name		 Time Remaining 29:31
<p>This is Prompt 1 of 2. The second prompt appears on the next screen.</p> <p><i>(The candidate is provided on-screen with a conductor's score and listens to a recorded student performance of that same piece. The student performance is approximately one minute in duration. The candidate can listen to the audio excerpt more than once.)</i></p> <p>Locate the pages of the musical score associated with this prompt on the left-hand side of your screen.</p>		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Identify and describe in detail three different types of performance problems evident in this performance by high school students.• In your response, cite the number of a specific measure in which each performance problem occurs.• Be sure to identify different types of problems (not three separate instances of flawed intonation, for example).• Thoroughly describe a possible cause and solution for each of the problems you have identified.• Address your response to the performance at the specific measures you have identified.• Focus your response on the students, not the teacher. <p>Enter your response in the text box below.</p>		
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Exercise 1: Diagnostic Skills - Candidate Name		 Time Remaining 29:31
<p>This is Prompt 2 of 2.</p> <p><i>(The candidate is provided on-screen with a musical score. There is no audio excerpt associated with this musical score.)</i></p> <p>Please refer to the musical score on the left-hand side of the screen.</p> <p>Note: There is no audio excerpt for this prompt.</p>		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Identify a total of three different interpretive and/or technical challenges you would expect a high school ensemble to experience in successfully performing this score.• In your response, describe in detail the three challenges, citing the numbers of specific measures. Interpretive challenges may include, among others, challenges in phrasing, dynamics, or style. Technical challenges may include, among others, challenges in bowing, fingering, or intonation.• Explain why students would likely experience each of these interpretive and/or technical challenges. <p>Enter your response in the text box below.</p>		
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Scoring Rubric for Exercise 1: Diagnostic Skills

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is accurate and described in detail.
- Description of each of the different performance problems' causes and solutions is thorough.
- Identification and description of specific technical and/or interpretive challenges is accurate, insightful, and well defined.
- Explanations of causes for the anticipated student challenges are insightful, logical and appropriate.

The **LEVEL 3** response offers *clear* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is accurate and described.
- Description of each of the different performance problems' causes and solutions is appropriate.
- Identification and description of specific technical and/or interpretive challenges is accurate.
- Explanations of causes for the anticipated student challenges are logical and appropriate.

The **LEVEL 2** response offers *limited* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is incomplete/inaccurate and description is general.
- Description of the different performance problems' causes and solutions is incomplete and/or contains inaccuracies.
- Identification and description of specific technical and/or interpretive challenges are general and/or inaccurate.
- Explanations of causes for the anticipated student challenges are general and/or inappropriate.

The **LEVEL 1** response offers *little or no* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is incomplete, inaccurate, vague, or missing.
- Description of the different performance problems' causes and solutions is incomplete, global, or missing.
- Identification and description of specific technical and/or interpretive challenges includes misconceptions, are vague, or missing.
- Explanations of causes for the anticipated student challenges are misinformed or absent.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: Instructional Strategies - Candidate Name		⌚ Time Remaining 29:31
Instructional Strategies		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept. There is one prompt in this exercise.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of:</p>		
<ul style="list-style-type: none">• a broad knowledge of auditory, visual, and kinesthetic instructional strategies as demonstrated through a detailed description of six distinct learning activities for one type of class/ensemble and grade level;• an explicit description of students' roles in the learning activities; and• the ability to select appropriate instructional strategies that thoroughly support student learning of a given concept as demonstrated through rationales for each activity that are tightly connected to the concept.		
<u>Directions</u>		
<p>There is one prompt in this exercise. You must enter your response to this exercise in the text box that appears below the prompt. Your score for this exercise will be based only on what you enter in the text box on the computer screen.</p>		
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Exercise 2: Instructional Strategies - Candidate Name		 Time Remaining 29:31
<p>You must address one of the following two concepts.</p> <ul style="list-style-type: none">• intonation (or pitch matching)• dotted rhythms		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Select and identify one concept from the list presented on the left. Identify the grade level(s) and type of music class or ensemble for which you will design this instruction.• All parts of your response must refer to the same class or ensemble.• Then describe a total of six distinct learning activities for teaching this concept.• This group of activities must include examples of auditory, kinesthetic, and visual learning.• For each activity, describe what the students will be doing and discuss how the activity will support their learning of the concept. <p>Enter your response in the text box below.</p>		
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Scoring Rubric for Exercise 2: Instructional Strategies

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, and all activities refer to the same class/ensemble and grade.
- Six distinct activities are identified and described in detail, with students' roles explicitly described.
- The activities include auditory, visual, and kinesthetic learning examples.
- The activities thoroughly support student learning of the concept.
- The rationale provided for each activity is tightly connected to the concept.

The **LEVEL 3** response provides *clear* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, and all activities refer to the same class/ensemble and grade.
- Six distinct activities are identified and described, with students' roles clearly described.
- The activities include auditory, visual, and kinesthetic learning examples.
- The activities support student learning of the concept.
- The rationale provided for each activity is logically connected to the concept.

The **LEVEL 2** response provides *limited* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, though some activities refer to different classes/ensembles and/or grades.
- Several activities are identified, though they may not be distinct from one another, and the description may be incomplete, with students' roles not clearly described.
- The activities do not include auditory, visual, and/or kinesthetic learning examples.
- Some activities may not support student learning of the concept.
- The rationale provided for each activity is loosely or vaguely connected to the concept.

The **LEVEL 1** response provides *little or no* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is not identified, or all activities do not refer to the same class/ensemble and grade.
- Some activities are identified, though without description, and without a description of students' roles.
- The activities do not include auditory, visual, and kinesthetic learning examples.
- There is no connection between the activities and student learning of the concept.
- The rationale provided for each activity is unrelated to the concept, or is not provided.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Exercise 3: Applied Theory/Composition - Candidate Name		⌚ Time Remaining 29:31
Applied Theory/Composition		
<u>Introduction</u>		
In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications. There is one prompt in this exercise.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of your ability to:		
<ul style="list-style-type: none">• use accurate key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings in a composition that includes 8 complete measures;• create a composition that is thoroughly well crafted in its musically expressive use of form, texture, rhythm, melody, and harmony;• compose music in response to curricular demands or performance situations that is at an appropriate level of difficulty for an intended ensemble; and• accurately and effectively include specified characteristics in the composition.		
<u>Directions</u>		
There is one prompt in this exercise. Please write your 8-measure composition on the staff paper in the section for Exercise 3 located in the back of the Assessment Center Response Booklet. Your score for this exercise will be based only on what you write in this section of the Assessment Center Response Booklet.		
Please note: If you have not received an Assessment Center Response Booklet, raise your hand.		
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Exercise 3: Applied Theory/Composition - Candidate Name

 Time Remaining
29:31

Create an 8-measure composition according to the specifications listed below. Include in your response the full range of musically appropriate signs and symbols, including tempo and dynamic markings.

Specifications

Purpose: a toccata

Instrumentation: string quartet: 2 violins, 1 viola, 1 cello

Performers: high school students

Key/Meter: A major / $\frac{3}{4}$

Characteristics: Your 8-measure composition **must** include syncopation.

Write your 8-measure composition on the staff paper in the section for **Exercise 3** located in the back of the Assessment Center Response Booklet.

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Scoring Rubric for Exercise 3: Applied Theory/Composition

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes accurate key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings, and the composition includes eight complete measures.
- The writing for all instruments and/or voices is consistently grade-level appropriate.
- The composition is thoroughly well-crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is accurately and effectively included.

The **LEVEL 3** response offers *clear* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes accurate key signature, time signature, signs and symbols, and dynamic and expressive markings, and the composition includes eight complete measures.
- The writing for all instruments and/or voices is mostly grade-level appropriate.
- The composition is mostly well-crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is accurately included.

The **LEVEL 2** response offers *limited* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes some inaccuracies in key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings; the composition may include eight measures, though some may be incomplete.
- The writing for all instruments and/or voices is somewhat appropriate for the grade level.
- The composition is weakly crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is present, though it may be inaccurately used.

The **LEVEL 1** response offers *little or no* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes significant inaccuracies in key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings and the composition is missing measures or individual parts.
- The writing for instruments and/or voices is inappropriate for the grade level.
- The composition is poorly crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic may be inaccurate or missing.

EAYA/Music: Vocal—Overview

This document provides information about the Early Adolescence through Young Adulthood/Music: Vocal (EAYA/Music: Vocal) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

EAYA/Music: Vocal Component 1 Computer-Based Assessment

In the EAYA/Music: Vocal Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EAYA/Music: Vocal Standards Measured by Selected Response Items

The EAYA/Music: Vocal selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p>Theory and History (Standard II)</p> <ul style="list-style-type: none"> • Theory • History 	25%
<p>Facilitating Music Learning (Standard IV)</p> <ul style="list-style-type: none"> • Curriculum • Instructional Strategies 	17%
<p>Specialized Skills and Knowledge (Standard IV) Path-Specific</p> <ul style="list-style-type: none"> • Instrumental: Band <i>or</i> • Instrumental: Orchestra <i>or</i> • Vocal/General 	33%
<p>Performing and Repertoire (Standards II, VI)</p> <ul style="list-style-type: none"> • Performing Techniques • Repertoire • Connections to Other Disciplines • Building Repertoires and Teaching Strategies that Include Music Chosen from a World Sample 	25%

* These percentages are an approximation only. Following field testing and review of data, the final assessment will be created. The final assessment content may vary from these estimates.

For the complete EAYA/Music Standards, refer to www.boardcertifiedteachers.org.

EAYA/Music: Vocal Constructed Response Exercises

The EAYA/Music: Vocal constructed response exercises assess the following:

- **Exercise 1: Diagnostic Skills**
In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and/or technical challenges for a given group of students. There are two prompts in this exercise.
- **Exercise 2: Instructional Strategies**
In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept. There is one prompt in this exercise.
- **Exercise 3: Applied Theory/Composition**
In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications. There is one prompt in this exercise.

Each constructed response exercise will be assessed using a scoring rubric. Each EAYA/Music: Vocal Component 1 scoring rubric is derived from the Music Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: “Sample Selected Response Items and Answer Key for EAYA/Music: Vocal Component 1” and “Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Music: Vocal Component 1.”

Selected Response Section

This section includes the following:

- five sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*. For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EAYA/Music: Vocal—Component 1

This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **reference material**, as appropriate, provided as part of the assessment, such as formula and constants pages and the periodic table.
- an **answer key**.

Sample Selected Response Items

1. Which of the following actions would be most appropriate for a choir teacher to take when teaching several students at various stages of changing voice?
 - A. mainstreaming the students by giving them the printed soprano part
 - B. altering the students' parts by narrowing the ranges
 - C. encouraging the students to sing only in falsetto
 - D. changing the students' singing position within the ensemble

2. Which of the following types of songs would best help struggling male singers sing more confidently?
 - A. a song in which the males sing the alto line
 - B. a song in which the males sing the melody often
 - C. a song in which the males sing the bass line
 - D. a song in which the males sing in block harmony

3. A seventh-grade choir director would like the choir to perform with the school orchestra during the fall concert. When selecting repertoire, which of the following concert keys would be most appropriate for both ensembles?
- A. A-flat major
 - B. B-flat major
 - C. C major
 - D. D major

4. A choir routinely struggles to enter together after extended rests. Which of the following actions would most likely improve choir entrances?
- A. dropping the lower jaw
 - B. raising the soft palette
 - C. tapping a steady beat
 - D. singing the passage using fixed-*do* solfège

5. A perfect fifth can also be described as a 3:2 ratio as a demonstration of the mathematical characteristics of music. Which of the following scales will be produced by playing pitches in ascending perfect fifths?
- A. Ionian
 - B. whole tone
 - C. pentatonic
 - D. Mixolydian

Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	B
3	D
4	C
5	C

Sample Constructed Response Exercises and Scoring Rubrics for EAYA/Music: Vocal—Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Exercise 1: Diagnostic Skills - Candidate Name	 Time Remaining 29:31	
<p>Diagnostic Skills</p> <p><u>Introduction</u></p> <p>In this exercise, you will use your aural diagnostic skills to identify and analyze performance problems, as well as their potential causes and solutions, in a recorded student performance. You will also use an on-screen musical score to anticipate and explain interpretive and/or technical challenges for a given group of students. There are two prompts in this exercise.</p> <p><u>Criteria for Scoring</u></p> <p>To satisfy the highest level of the scoring rubric, your responses must provide clear, consistent, and convincing evidence of your ability to:</p> <ul style="list-style-type: none">• accurately identify and thoroughly describe three different performance problems and their musical causes and solutions;• accurately identify and insightfully describe three different interpretive and/or technical challenges presented by a given musical score; and• insightfully, logically, and appropriately explain the causes of the anticipated challenges. <p><u>Directions</u></p> <p>There are two prompts in this exercise. You will have a total of 30 minutes to respond to both prompts combined, so plan your time accordingly.</p> <p>For Prompt 1, you will listen to an excerpt of a performance by a student ensemble. You may listen to the excerpt more than once. You will also view the accompanying musical score on-screen and respond to the prompt about this performance.</p> <p>For Prompt 2, you will examine a second musical score suitable for performance by a student ensemble. You will view the musical score on-screen and respond to the prompt about the score.</p> <p>After completing each prompt, click the Next button to continue. The Previous button will enable you to return to a previous prompt in order to enter or revise your response in the space provided.</p> <p>You may write notes on the erasable note board. These notes will not be scored as part of your response for this exercise.</p> <p>You must enter your responses to this exercise in the text boxes that appear below the prompts. Your score for this exercise will be based only on what you enter in the text boxes on the computer screen.</p>		
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Exercise 1: Diagnostic Skills - Candidate Name		 Time Remaining 29:31
<p>This is Prompt 1 of 2. The second prompt appears on the next screen.</p> <p><i>(The candidate is provided on-screen with a conductor's score and listens to a recorded student performance of that same piece. The student performance is approximately one minute in duration. The candidate can listen to the audio excerpt more than once.)</i></p> <p>Locate the pages of the musical score associated with this prompt on the left-hand side of your screen.</p>		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Identify and describe in detail three different types of performance problems evident in this performance by high school students.• In your response, cite the number of a specific measure in which each performance problem occurs.• Be sure to identify different types of problems (not three separate instances of flawed intonation, for example).• Thoroughly describe a possible cause and solution for each of the problems you have identified.• Address your response to the performance at the specific measures you have identified.• Focus your response on the students, not the teacher. <p>Enter your response in the text box below.</p>		
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Exercise 1: Diagnostic Skills - Candidate Name		 Time Remaining 29:31
<p>This is Prompt 2 of 2.</p> <p><i>(The candidate is provided on-screen with a musical score. There is no audio excerpt associated with this musical score.)</i></p> <p>Please refer to the musical score on the left-hand side of the screen.</p> <p>Note: There is no audio excerpt for this prompt.</p>		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Identify a total of three different interpretive and/or technical challenges you would expect a high school ensemble to experience in successfully performing this score.• In your response, describe in detail the three challenges, citing the numbers of specific measures. Interpretive challenges may include, among others, challenges in phrasing, dynamics, or style. Technical challenges may include, among others, challenges in breathing, articulation, or intonation.• Explain why students would likely experience each of these interpretive and/or technical challenges. <p>Enter your response in the text box below.</p>		
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Scoring Rubric for Exercise 1: Diagnostic Skills

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is accurate and described in detail.
- Description of each of the different performance problems' causes and solutions is thorough.
- Identification and description of specific technical and/or interpretive challenges is accurate, insightful, and well defined.
- Explanations of causes for the anticipated student challenges are insightful, logical and appropriate.

The **LEVEL 3** response offers *clear* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is accurate and described.
- Description of each of the different performance problems' causes and solutions is appropriate.
- Identification and description of specific technical and/or interpretive challenges is accurate.
- Explanations of causes for the anticipated student challenges are logical and appropriate.

The **LEVEL 2** response offers *limited* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is incomplete/inaccurate and description is general.
- Description of the different performance problems' causes and solutions is incomplete and/or contains inaccuracies.
- Identification and description of specific technical and/or interpretive challenges are general and/or inaccurate.
- Explanations of causes for the anticipated student challenges are general and/or inappropriate.

The **LEVEL 1** response offers *little or no* evidence of the ability to thoroughly and thoughtfully identify and describe different types of student performance problems and their causes; to insightfully diagnose the areas in a musical score where students may experience technical and/or interpretive challenges; and to logically support the rationale for such difficulties.

Characteristics:

- Identification of three different performance problems is incomplete, inaccurate, vague, or missing.
- Description of the different performance problems' causes and solutions is incomplete, global, or missing.
- Identification and description of specific technical and/or interpretive challenges includes misconceptions, are vague, or missing.
- Explanations of causes for the anticipated student challenges are misinformed or absent.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Exercise 2: Instructional Strategies - Candidate Name		⌚ Time Remaining 29:31
Instructional Strategies		
<u>Introduction</u>		
<p>In this exercise, you will use your knowledge of instructional strategies to identify and describe six learning activities designed to support student learning of a given music concept. There is one prompt in this exercise.</p>		
<u>Criteria for Scoring</u>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of:</p>		
<ul style="list-style-type: none">• a broad knowledge of auditory, visual, and kinesthetic instructional strategies as demonstrated through a detailed description of six distinct learning activities for one type of class/ensemble and grade level;• an explicit description of students' roles in the learning activities; and• the ability to select appropriate instructional strategies that thoroughly support student learning of a given concept as demonstrated through rationales for each activity that are tightly connected to the concept.		
<u>Directions</u>		
<p>There is one prompt in this exercise. You must enter your response to this exercise in the text box that appears below the prompt. Your score for this exercise will be based only on what you enter in the text box on the computer screen.</p>		
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Exercise 2: Instructional Strategies - Candidate Name		 Time Remaining 29:31
<p>You must address one of the following two concepts.</p> <ul style="list-style-type: none">• intonation (or pitch matching)• dotted rhythms		
<p>You must address each of the following in your response to this prompt.</p> <ul style="list-style-type: none">• Select and identify one concept from the list presented on the left. Identify the grade level(s) and type of music class or ensemble for which you will design this instruction.• All parts of your response must refer to the same class or ensemble.• Then describe a total of six distinct learning activities for teaching this concept.• This group of activities must include examples of auditory, kinesthetic, and visual learning.• For each activity, describe what the students will be doing and discuss how the activity will support their learning of the concept. <p>Enter your response in the text box below.</p>		
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Scoring Rubric for Exercise 2: Instructional Strategies

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, and all activities refer to the same class/ensemble and grade.
- Six distinct activities are identified and described in detail, with students' roles explicitly described.
- The activities include auditory, visual, and kinesthetic learning examples.
- The activities thoroughly support student learning of the concept.
- The rationale provided for each activity is tightly connected to the concept.

The **LEVEL 3** response provides *clear* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, and all activities refer to the same class/ensemble and grade.
- Six distinct activities are identified and described, with students' roles clearly described.
- The activities include auditory, visual, and kinesthetic learning examples.
- The activities support student learning of the concept.
- The rationale provided for each activity is logically connected to the concept.

The **LEVEL 2** response provides *limited* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is identified, though some activities refer to different classes/ensembles and/or grades.
- Several activities are identified, though they may not be distinct from one another, and the description may be incomplete, with students' roles not clearly described.
- The activities do not include auditory, visual, and/or kinesthetic learning examples.
- Some activities may not support student learning of the concept.
- The rationale provided for each activity is loosely or vaguely connected to the concept.

The **LEVEL 1** response provides *little or no* evidence of a broad knowledge of auditory, visual, and kinesthetic instructional strategies, and of the ability to appropriately and thoughtfully connect these strategies to the teaching of specific music concepts to a specific grade level of students.

Characteristics:

- The type of music class/ensemble and grade is not identified, or all activities do not refer to the same class/ensemble and grade.
- Some activities are identified, though without description, and without a description of students' roles.
- The activities do not include auditory, visual, and kinesthetic learning examples.
- There is no connection between the activities and student learning of the concept.
- The rationale provided for each activity is unrelated to the concept, or is not provided.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Exercise 3: Applied Theory/Composition - Candidate Name		⌚ Time Remaining 29:31
Applied Theory/Composition		
<u>Introduction</u>		
In this exercise, you will use your knowledge of music theory and composition to create an 8-measure composition in accordance with a given set of specifications. There is one prompt in this exercise.		
<u>Criteria for Scoring</u>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the ability to:		
<ul style="list-style-type: none">• use accurate key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings in a composition that includes 8 complete measures;• create a composition that is thoroughly well crafted in its musically expressive use of form, texture, rhythm, melody, and harmony;• compose music in response to curricular demands or performance situations that is at an appropriate level of difficulty for an intended ensemble; and• accurately and effectively include specified characteristics in the composition.		
<u>Directions</u>		
There is one prompt in this exercise. Please write your 8-measure composition on the staff paper in the section for Exercise 3 located in the back of the Assessment Center Response Booklet. Your score for this exercise will be based only on what you write in this section of the Assessment Center Response Booklet.		
Please note: If you have not received an Assessment Center Response Booklet, raise your hand.		
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Exercise 3: Applied Theory/Composition - Candidate Name

 Time Remaining
29:31

Create an 8-measure composition according to the specifications listed below. Include in your response the full range of musically appropriate signs and symbols, including tempo and dynamic markings.

Specifications

Purpose: a fanfare

Instrumentation: unaccompanied SATB chorus

Performers: high school students

Key/Meter: E-flat major / $\frac{3}{4}$

Characteristics: Your 8-measure composition **must** include syncopation.

Text: You may choose to use the following text. You may vary the text as necessary for your setting, or you may create your own.

Welcome to our school;
Welcome to our school;
You must come again;
Stay and be our friend;
Welcome to our school.

Write your 8-measure composition on the staff paper in the section for **Exercise 3** located in the back of the Assessment Center Response Booklet.

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Scoring Rubric for Exercise 3: Applied Theory/Composition

The **LEVEL 4** response offers *clear, consistent, and convincing* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes accurate key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings, and the composition includes eight complete measures.
- The writing for all instruments and/or voices is consistently grade-level appropriate.
- The composition is thoroughly well-crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is accurately and effectively included.

The **LEVEL 3** response offers *clear* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes accurate key signature, time signature, signs and symbols, and dynamic and expressive markings, and the composition includes eight complete measures.
- The writing for all instruments and/or voices is mostly grade-level appropriate.
- The composition is mostly well-crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is accurately included.

The **LEVEL 2** response offers *limited* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes some inaccuracies in key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings; the composition may include eight measures, though some may be incomplete.
- The writing for all instruments and/or voices is somewhat appropriate for the grade level.
- The composition is weakly crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic is present, though it may be inaccurately used.

The **LEVEL 1** response offers *little or no* evidence of the ability to compose music in response to curricular demands and which presents appropriate challenges for the intended ensemble.

Characteristics:

- The composition includes significant inaccuracies in key signature, time signature, signs and symbols, and musically appropriate dynamics and expressive markings and the composition is missing measures or individual parts.
- The writing for instruments and/or voices is inappropriate for the grade level.
- The composition is poorly crafted in its musically expressive use of form, texture, rhythm, melody, and harmony.
- The required characteristic may be inaccurate or missing.

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