

# Example Items

## HS Varsity Band

**HS Varsity Band Example Items** are a **representative set** of items for the ACP. Teachers may use this set of items along with the test blueprint as guides to prepare students for the ACP. On the last page, the correct answer, content SE and SE justification are listed for each item.

*The specific part of an SE that an Example Item measures is **NOT** necessarily the only part of the SE that is assessed on the ACP.* None of these Example Items will appear on the ACP.

Teachers may provide feedback regarding Example Items.

- (1) Download the [Example Feedback Form](#) and email it. The form is located on the homepage of the [Assessment website](#): <https://assessment.dallasisd.org>.

OR

- (2) To submit directly, click “Example Feedback – online form” **after** you click the Example Items link under ACP Resources on the ACP tab on the [Assessment website](#).

First Semester  
2020–2021  
Code #: 7591

# EXAMPLE ITEMS HS Varsity Band, Sem 1

## Administrator Directions:

An Administrator Manual, an audio CD, and a Student Booklet are included in HS Varsity Band ACPs. These tests have two main sections. A listening section requires the administrator to play the audio CD (and follow along using the Administrator Manual) while the students listen and then choose the answer shown in the Student Booklet. In the second section, students work independently in the Student Booklet.

For the set of Example Items, the Administrator Manual and Student Booklet are merged only for the listening section. Each listening item is enclosed in its own box. Inside each box is an audio icon; click the icon to play the item, and follow along using the Administrator Manual text. For each item, students hear the directions, the item's stem, and one or more music examples. Each music example is played twice; student options are read independently. Follow the Administrator Manual text before moving on to the next item. When both listening items have been played, students complete the remaining items independently.

**\*Use Adobe Acrobat to play the audio icon.**

\*Before administration, test one of the audio icons to ensure that it will play. If the error message, "3D content has been disabled. Enable this feature if you trust this document," appears, follow the steps to correct this issue.

1. In the toolbar, select **Edit > Preferences**.
2. In the Preferences popup window, select **3D & Multimedia** in the sidebar.
3. On the 3D and Multimedia Options page, select the checkbox for **Enable playing of 3D content** and select **OK** to save changes.
4. Close Adobe Acrobat, reopen the Example Items file, and play the audio.

If additional help is needed, submit an Example Feedback Form.

**Directions: For the next question, you will compare two different audio examples for the music selection. The selection's examples will be played twice.**

### **ADMINISTRATOR MANUAL:**

- 1 What is the greatest difference between the two examples?

[Track 1 plays Examples 1A and 1B two times. 5-second pause.]



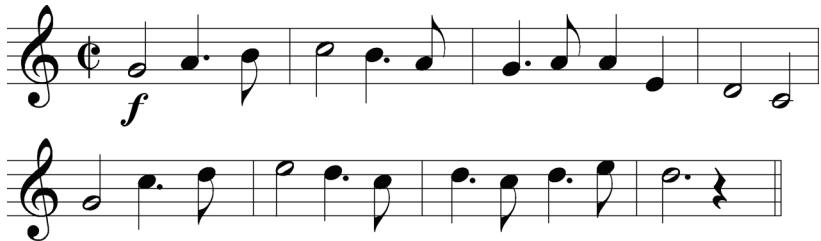
### **STUDENT BOOKLET:**

- 1 What is the greatest difference between the two examples?

- A Rhythmic alignment
- B Tempo
- C Articulation style
- D Dynamics

# EXAMPLE ITEMS HS Varsity Band, Sem 1

**Directions:** For the next question, you will hear a performance of the written example. Compare the audio example with the written example to answer the question.



## **ADMINISTRATOR MANUAL:**

- 2** Which measure is played with an incorrect rhythm?

[Track 2 plays Example 2 two times. 5-second pause.]



## **STUDENT BOOKLET:**

- 2** Which measure is played with an incorrect rhythm?

- A** Measure 1
- B** Measure 3
- C** Measure 4
- D** Measure 7

## EXAMPLE ITEMS HS Varsity Band, Sem 1

➡ **Directions:** This concludes the listening portion of the High School Varsity Band ACP Example Items. Complete the rest of the items on your own.

**3** Which statement is true about the  $\frac{5}{8}$  time signature?

- A** There are eight beats per measure, and the fifth note gets the beat.
- B** There are two beats per measure and uneven subdivision.
- C** There are five quarter notes per measure and eight measures per line.
- D** There are eight quarter notes per measure and five measures per line.

**4** What is the order of flats in the key of E♭ major?

- A** A♭, B♭, E♭
- B** B♭, E♭, A♭
- C** E♭, A♭, D♭
- D** F, B♭, E♭

➡ Use the music example to answer the next question.

**5** How is the first measure played?

- A** Loud
- B** Soft
- C** Slurred together
- D** Gradually softer

## EXAMPLE ITEMS HS Varsity Band, Sem 1

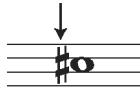
→ Use the music example to answer the next question.

*pp, p, f, \_\_\_\_\_*

6 What dynamic marking completes the sequence?

- A *mf*
- B *mp*
- C *f*
- D *ff*

→ Use the music example to answer the next question.

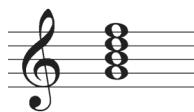


7 What is the meaning of the symbol the arrow is pointing to?

- A Lower the note a whole step
- B Lower the note a half step
- C Raise the note a whole step
- D Raise the note a half step

## EXAMPLE ITEMS HS Varsity Band, Sem 1

→ Use the music example to answer the next question.



8 What is the fifth of this chord?

- A B
- B D
- C F
- D G

→ Use the music example to answer the next question.

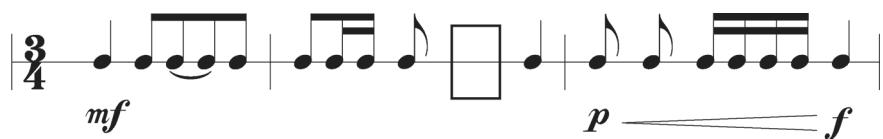


9 What is the interval of the two notes?

- A Major third
- B Perfect fourth
- C Perfect fifth
- D Major sixth

## EXAMPLE ITEMS HS Varsity Band, Sem 1

→ Use the music example to answer the next question.



10 What rest is missing in the music?

- A
- B
- C
- D

11 What does the marking *cresc. poco a poco* mean?

- A To suddenly play louder
- B To shorten the notes and play softer
- C To gradually play louder
- D To continue playing the same dynamics

**EXAMPLE ITEMS HS Varsity Band Key, Sem 1**

<b>Item#</b>	<b>Key</b>	<b>SE</b>	<b>SE Justification</b>
<b>1</b>	A	6E	Evaluate musical performances...by comparing them to...exemplary models....
<b>2</b>	D	1D	Analyze concepts of rhythm...using appropriate...counting system.
<b>3</b>	B	2A	Read...music that incorporates advanced...rhythms.
<b>4</b>	B	1H	Analyze concepts of music notation...using appropriate terminology.
<b>5</b>	A	2A	Read...music that incorporates advanced...rhythms.
<b>6</b>	D	1H	Analyze concepts of music such as...dynamics...using literature selected for performance.
<b>7</b>	D	2A	Read and notate music that incorporates advanced melodies....
<b>8</b>	B	1H	Analyze concepts of music such as...harmony...using literature selected for performance.
<b>9</b>	C	1C	Analyze concepts of...intervals...using appropriate terminology.
<b>10</b>	A	1H	Analyze concepts of music such as rhythm...using literature selected for performance.
<b>11</b>	C	1H	Analyze concepts of music such as...dynamics...using literature selected for performance.