

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 Assessment.dallasisd.org.

OR

(2) To submit directly, click “Example Feedback” **after** you login to the [Assessment website](#).

First Semester
2017–2018
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 all three listening items have been played, students complete the remaining items independently.

Directions: Listen to the recorded music examples and choose the best answer for each question.

ADMINISTRATOR MANUAL:

1 What genre is being performed?

TRACK 1

[Track 1 plays Example 1 two times. 5-second pause.]

[Icon]

STUDENT BOOKLET:

1 What genre is being performed?

- A** Mariachi
- B** Marching Band
- C** Symphony Orchestra
- D** Big Band Jazz

EXAMPLE ITEMS HS Varsity Band, Sem 1

Directions: You will hear two different ensembles playing the same selection. You will be asked to compare and evaluate the two examples. Each example will be identified and each example will be played twice. There will be a 5-second pause at the end of the question.

ADMINISTRATOR MANUAL:

- 2 What is the greatest difference between the two examples? TRACK 2
[Track 2 plays Examples 2A and 2B two times. 5-second pause.] [Icon]

STUDENT BOOKLET:

- 2 What is the greatest difference between the two examples?
- A Rhythmic alignment
 - B Tempo
 - C Articulation style
 - D Dynamics

Directions: For question 3, the music example found in your test booklet will be performed with a single rhythmic error. Compare the written example with the audio example to answer the question.



ADMINISTRATOR MANUAL:

- 3 Which measure is played with an incorrect rhythm? TRACK 3
[Track 3 plays Example 3 two times. 5-second pause.] [Icon]

STUDENT BOOKLET:

- 3 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.

4 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 five beats per measure and the eighth note gets the beat.
- 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.

➔ Use the music example to answer the next question.

The image shows two staves of music in 4/4 time, both in the key of B-flat major. The top staff is in treble clef and the bottom staff is in bass clef. Both staves start with a dynamic marking of *f* (forte) under the first measure. A hairpin crescendo symbol spans the second and third measures, with a dynamic marking of *mp* (mezzo-piano) under the third measure. A hairpin decrescendo symbol spans the fourth measure, ending with a dynamic marking of *f* under the final note. The first measure of each staff contains a quarter note G4, a quarter note A4, and a half note B4. The second measure contains a quarter note G4, a quarter note A4, and a half note B4. The third measure contains a quarter note G4, a quarter note A4, a quarter note B4, and a quarter note B4. The fourth measure contains a quarter note G4, a quarter note A4, and a half note B4. The final note of the fourth measure in both staves has a fermata above it.

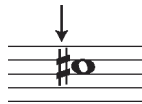
5 How is the first measure played?

- 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.



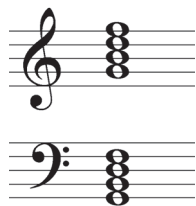
6

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



Use the music example to answer the next question.



7

What is the fifth of this chord?

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

EXAMPLE ITEMS HS Varsity Band, Sem 1

➡ Use the music example to answer the next question.



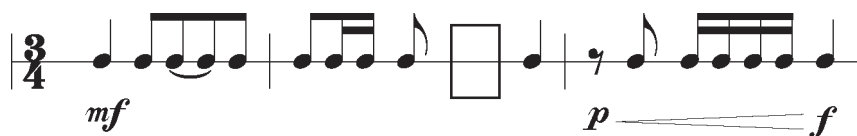
8 What is the interval of the two notes?

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





9 What is the order of flats in the key of $E\flat$ major?

- A $A\flat$, $B\flat$, $E\flat$
- B $B\flat$, $E\flat$, $A\flat$
- C $E\flat$, $A\flat$, $D\flat$
- D F, $B\flat$, $E\flat$

➡ Use the music example to answer the next question.



10 What rest is missing in the music?

- A 
- B 
- C 
- D 

EXAMPLE ITEMS HS Varsity Band, Sem 1



Use the list to answer the next question.

pp, p, f, _____

11

What dynamic marking completes the sequence?

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

12

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

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