

# Example Items

## MS Varsity Band

**MS 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): <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 #: 7561

# EXAMPLE ITEMS MS Varsity Band, Sem 1

## Administrator Directions:

An Administrator Manual, an audio CD, and a Student Booklet are included in MS 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.

### **\*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** Musical style
- B** Tempo
- C** Ensemble balance
- D** Rhythm

# EXAMPLE ITEMS MS Varsity Band, Sem 1

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



## **ADMINISTRATOR MANUAL:**

2 What change will make this performance more exemplary?

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



## **STUDENT BOOKLET:**

2

What change will make this performance more exemplary?

- A Playing more lifted
- B Playing more legato
- C Playing softer
- D Playing louder

Compare the audio example with the written example to answer the next question.



## **ADMINISTRATOR MANUAL:**

3 In which measure is the rhythm performed **incorrectly**?

[Track 3 plays Example 3 two times. 5-second pause.]



## **STUDENT BOOKLET:**

3

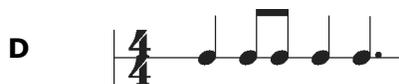
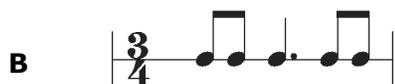
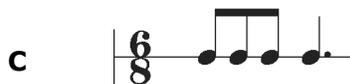
In which measure is the rhythm performed **incorrectly**?

- A Measure 1
- B Measure 2
- C Measure 3
- D Measure 4

# EXAMPLE ITEMS MS Varsity Band, Sem 1

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

**4** Which measure contains the correct note value?



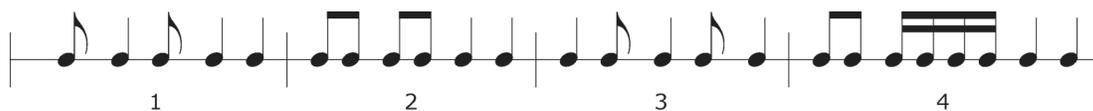
➔ Use the music example to answer the next question.



**5** How many total beats are represented when the quarter note receives one beat?

- A** 5
- B** 6
- C** 7
- D** 9

➔ Use the music example to answer the next question.



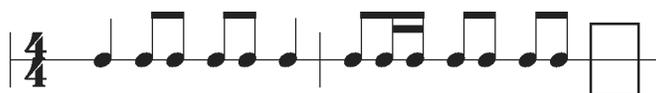
**6** Which two measures contain syncopation?

- A** 1 and 2
- B** 1 and 3
- C** 2 and 3
- D** 3 and 4

## EXAMPLE ITEMS MS Varsity Band, Sem 1



Use the music example to answer the next question.



7 Which note completes the second measure?

- A
- B
- C
- D



Use the music example to answer the next question.



8 How many of the notes have an articulation marking?

- A 2
- B 8
- C 10
- D 12

9 Which statement is true about music in the  $\frac{7}{8}$  time signature?

- A The quarter note gets three beats.
- B The quarter note gets the beat.
- C There are eight beats in a measure.
- D There are seven eighth notes per measure.

## EXAMPLE ITEMS MS Varsity Band, Sem 1



Use the music example to answer the next question.

$$\text{quarter note} + \text{half note} + \text{quarter note} = \boxed{\phantom{00}}$$

10

What note value solves the equation if a quarter note receives one beat?

A 

B 

C 

D 



Use the music example to answer the next question.



11

How is this melody played?

A Quickly

B Softly

C Lightly

D Loudly

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

<b>Item#</b>	<b>Key</b>	<b>SE</b>	<b>SE Justification</b>
<b>1</b>	D	5E	Evaluate the quality...of musical performances by comparing them to exemplary models....
<b>2</b>	B	5C	Demonstrate processes...for self-evaluation...such as critical listening to individual...performance recording.
<b>3</b>	A	5E	Evaluate the quality...of musical performances by comparing them to exemplary models....
<b>4</b>	C	1C	Demonstrate knowledge of musical elements of rhythm, including...quarter notes, paired...eighth notes...and varied meters, using standard terminology.
<b>5</b>	A	1B	Demonstrate detailed knowledge of...rhythmic musical elements using standard terminology such as...rhythmic values....
<b>6</b>	B	1C	Demonstrate knowledge of musical elements of rhythm, including...syncopated patterns...using standard terminology.
<b>7</b>	C	1C	Demonstrate knowledge of musical elements of rhythm, including...varied meters, using standard terminology.
<b>8</b>	C	2A	Analyze music symbols and terms referring to...articulations...[using an established system for rhythm and melody].
<b>9</b>	D	2A	Analyze music symbols...referring to...previously known elements.
<b>10</b>	B	1B	Demonstrate detailed knowledge of...rhythmic musical elements using standard terminology such as...rhythmic values....
<b>11</b>	D	2A	Analyze music symbols and terms referring to...dynamics....