

# 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 [Assessment.dallasisd.org](http://Assessment.dallasisd.org).

OR

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

First Semester  
2017–2018  
Code #: 7561

# EXAMPLE ITEMS MS Varsity Band, Sem 1

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## **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.

**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** Marching Band
- B** Concert Band
- C** Mariachi
- D** Big Band Jazz

# EXAMPLE ITEMS MS 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 Rhythm
  - B Ensemble balance
  - C Tempo
  - D Musical style

**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 In which measure is the rhythm performed **incorrectly**? TRACK 3  
[Track 3 plays Example 3 two times. 5-second pause.] [Icon]

## **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?



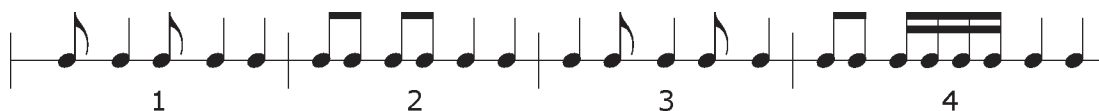
➔ Use the music example to answer the next question.



**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

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

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



Use the music example to answer the next question.



9 How many of the notes have an articulation marking?

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

## EXAMPLE ITEMS MS Varsity Band, Sem 1



Use the music example to answer the next question.

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

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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.



The image shows two staves of music in 4/4 time. The top staff is in treble clef and the bottom staff is in bass clef. Both staves contain a melody of quarter notes: G4, A4, B4, C5. A dynamic marking of *f* (forte) is placed below the first note of each staff.

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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          | 4B        | Compare...aurally presented music representative of diverse genres....   |
| <b>2</b>     | A          | 5E        | Evaluate the quality...of musical performances by comparing them to exemplary models....   |
| <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>     | B          | 1C        | Demonstrate knowledge of musical elements of rhythm, including...varied meters, using standard terminology.  |
| <b>8</b>     | D          | 2A        | Analyze music symbols...referring to...previously known elements.  |
| <b>9</b>     | C          | 2A        | Analyze music symbols and terms referring to...articulations....   |
| <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....  |