

NM Public Education Department

MUSIC 6-8

END-OF-COURSE EXAM | GRADE 6-8 | YEAR 17-18

ASSESSMENT BLUEPRINT

Purpose Statement

Fine Arts: Music 6-8

The Music 6-8 EoC exam is intended to measure student proficiency of the New Mexico Visual and Performing Arts Standards. This course-level exam is provided to all students who have completed Music 6-8 or related courses.

This exam can be given for the following STARS course codes:

- 1120 - General Band
- 1121 - Concert/Marching Band
- 1126 - Instrumental Ensembles
- 1128 - Guitar
- 1129 - Individual Technique-Instrument
- 1130 - Chorus
- 1131 - Vocal Ensemble
- 1132 - Individual Technique Vocal Music
- 1147 - Elementary Music
- 1149 - Music

Intended as a final exam for the course, this is a summative exam covering a wide range of content, skills, and applications. Scores are reported to the teacher, school, district, and state levels for the purposes of student grades, curriculum review, student graduation requirements, and NMTeach summative reports.

“The EOCs are exams written by New Mexico Teachers for New Mexico Students.”

During the 2016-17 school year, teachers were brought together in person and online to revise the blueprints. The NMPED extends our gratitude to those who contributed to this improvement process. Although we were unable to implement every suggestion due to conflicting viewpoints at times, this blueprint reflects the best collaborative effort among dedicated peers.

NMPED wants to especially recognize the following person(s) who led the revision for this blueprint:

April Pickrell, Eldorado Community School, Blueprint Lead

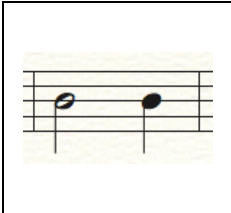
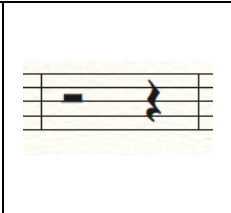
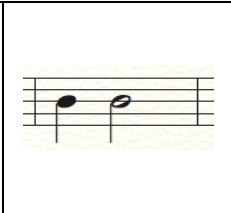
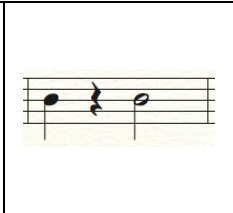
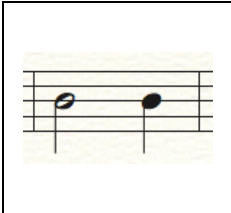
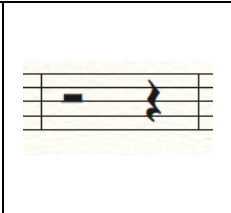
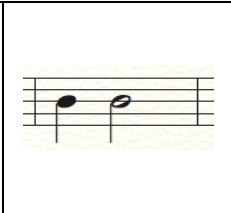
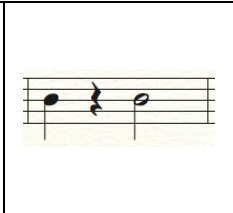
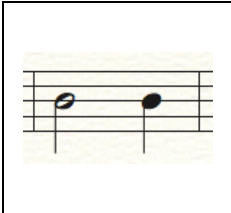
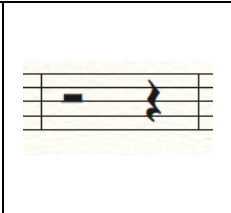
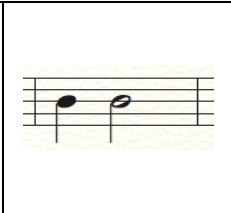
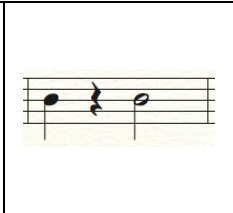
Explanation of Blueprint & Test Specifications Table

Standard	Performance Standards with Test Specification:
<p>The standards identified in this portion of the blueprint are aligned to the New Mexico Visual and Performing Arts Standards (2009):</p> <p>http://www.ped.state.nm.us/Humanities/Arts/dl10/VAPA%20Revised%20Standards&Benchmarks_8.09.doc</p> <p>New Mexico Teachers identified the standards to be measured on the EOC exam. Typically, the standard was identified to be measured because: 1) a great deal of curricular instructional time is spent on this standard and/or; 2) the standard is important to subsequent learning.</p> <p>It is important to note that the standards in the blueprint are only a subset of standards to be measured with the understanding that teachers cover more standards during the course of instruction than what has been selected to be measured.</p>	<ul style="list-style-type: none"> • This portion of the blueprint identifies the specific skills and knowledge students will have to demonstrate during the exam. • Item specifications provide clarity on the assessments limits. • Although the standard may be broader, the item specifications may place constraint on portions of the standard in order to provide more transparency as to what specifically will be measured relative to the standard. • Item specifications provide guidelines for the item writer so they know what topics to specifically focus on when authoring items.
	<p>Item Types: The item types for this EOC exam are limited to: MC = multiple choice only with or without stimulus (e.g., image, chart, video)</p>
	<p>Sample Question(s):</p> <p>Sample questions have been provided to assist teachers to correlate the questions with the test item specifications.</p> <ul style="list-style-type: none"> • An asterisk (*) denotes the correct answer • DOK = Depth of Knowledge • Some sample questions may be released items from prior EoC exams.

Blueprint Table - Music 6-8

Based on NM Art Content Standards

Standard	Performance Standards with Test Specification:
<p>6-8.MUSIC.1.1C.a 6-8.MUSIC.1.1C.b 6-8.MUSIC.1.1D.a</p> <p>Standard: 1 Learn and develop the essential skills and technical demands unique to music.</p> <p>Benchmark: 1C Acquire beat and rhythmic competency skills.</p> <p>Benchmark: 1D Identify basic musical notation and symbols.</p>	<p>(1.1C.a) Read and perform rhythms in simple and compound meter in solo/ensemble situations.</p> <p>(1.1C.b) Identify simple and compound meter (aurally, visually in notation, and through conducting patterns).</p> <p>(1.1D.a) Read, identify and perform using musical notation and symbols from appropriate grade-level literature (instrumental/choral.)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested <p>Students are responsible for knowing:</p> <ul style="list-style-type: none"> • Band, Orchestra, Choir, Strings, Woodwinds, Brass, Percussion • Time Signature- 2/4, 3/4 and 4/4 • Steady Beat • Whole, Half, Quarter and Eighth Notes and Rests • Identify the Treble Clef • Identify Sharp, Flat and Natural signs
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>Which family of instruments has the xylophone, snare drum and wood block?</p> <p>A. strings B. woodwinds C. brass D. percussion*</p> <p>DOK 1</p>

Standard	Performance Standards with Test Specification:								
<p>6-8.MUSIC.4.4B.b</p> <p>Standard: 4 Demonstrate an understanding of the dynamics of the creative process.</p> <p>Benchmark: 4B Understand how music is created.</p>	<p>(b) Apply learned musical elements (e.g., rhythm, melody, form, timbre, tempo, dynamics) to compose or improvise music.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested <p>Students are responsible for knowing:</p> <ul style="list-style-type: none"> • Time Signature • Treble Clef • Whole, Half, Quarter and Eighth Notes and Rests • Dynamics: Piano, Forte, Crescendo and Decrescendo • Measures • Staff • Bar Lines • Melody <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Which measure has the correct number of beats in 4/4 time?</p> <table border="1" data-bbox="739 964 1656 1234"> <tbody> <tr> <td data-bbox="739 964 968 1175"></td> <td data-bbox="968 964 1197 1175"></td> <td data-bbox="1197 964 1425 1175"></td> <td data-bbox="1425 964 1656 1175"></td> </tr> <tr> <td data-bbox="739 1175 968 1234">A.</td> <td data-bbox="968 1175 1197 1234">B.</td> <td data-bbox="1197 1175 1425 1234">C.</td> <td data-bbox="1425 1175 1656 1234">D.*</td> </tr> </tbody> </table> <p>DOK 1</p>					A.	B.	C.	D.*
									
A.	B.	C.	D.*						

Standard	Performance Standards with Test Specification:
<p>6-8.MUSIC.5.5C.b</p> <p>Standard: 5 Observe, discuss, analyze, and make critical judgments about artistic works.</p> <p>Benchmark: 5C Use appropriate terminology to discuss responses and reactions to particular musical works.</p>	<p>(b) Using appropriate terminology, make critical judgments about one's own performance and the performance of others.</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested <p>Students are responsible for knowing:</p> <ul style="list-style-type: none"> • Band, Orchestra, Choir, Strings, Woodwinds, Brass, Percussion • Dynamics: Piano, Forte, Crescendo and Decrescendo • Repeat Sign, Fermata • Style: Slurs and Staccatos • Flat, Sharp and Natural <p>Item Types: MC with or without stimulus</p> <p>Sample Question:</p> <p>Why might a composer use a crescendo?</p> <ul style="list-style-type: none"> A. to make the music softer B. to make the music shorter C. to make the music louder* D. to make the music a faster tempo <p>DOK 2</p>

Standard	Performance Standards with Test Specification:
<p>6-8.MUSIC.8.8A.a 6-8.MUSIC.8.8A.b</p> <p>Standard: 8 Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.</p> <p>Benchmark: 8A Model appropriate audience behavior at live concert performances.</p>	<p>(a) Model respectful behavior, understanding the dynamics of what it takes to be a performer, as well as appropriate behavior in the performance venue. (b) Describe the role of the audience and how it should react to a performer in various types of performance situations (i.e., clapping after a jazz solo, but not a classical solo.)</p> <p>Specifications:</p> <ul style="list-style-type: none"> • Strikeouts indicate portions of the standard that will not be tested <p>Students are responsible for knowing:</p> <ul style="list-style-type: none"> • Posture • Uniform • Concert Etiquette: <ul style="list-style-type: none"> • no cell phones • clap appropriately • do not talk and be polite • listen
	<p>Item Types: MC with or without stimulus</p>
	<p>Sample Question:</p> <p>What is the best reason for having good posture?</p> <ul style="list-style-type: none"> A. to impress the audience/judge at a performance B. to look like you are paying attention C. to look like everyone else on the stage D. to be able to perform with the best possible sound* <p>DOK 1</p>

Music 6-8 EOC Alignment Framework				
Standard	(Count by DOK)			Total
	1	2	3	
6-8.MUSIC.1.1C.a			2	2
6-8.MUSIC.1.1C.b		2		2
6-8.MUSIC.1.1D.a	13	4		17
6-8.MUSIC.4.4B.b	1	3		4
6-8.MUSIC.5.5C.b			2	2
6-8.MUSIC.8.8A.a		2		2
6-8.MUSIC.8.8A.b	1			1
Grand Total	15	11	4	30