

AssessmentWASLWLPTNAEPResources and Links**The Arts Classroom-Based Performance Assessments (CBPAs)**

Full and Limited Training Sets & Single Task Items

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Arts CBPA Bank of 60 Items

All Arts Classroom-Based Performance Assessment (CBPA) items are designed to assess the WA State Essential Academic Learning Requirements (EALRs). EALR #3 - "The student communicates through the arts;" and EALR #4 - "The student makes connections within and across The Arts, to other disciplines, life, cultures and work;" are integral to each of the (CBPAs), and may not be listed with each item. All items represent what we want all students to know and be able to do at the benchmark levels of grades 5, 8, and 10 (high school) in dance, music, theatre, and visual arts in alignment with our state arts EALRs. All items are copy written and the property of OSPI, WA State Arts. Permission must be granted to use and cite these items outside of WA State per copyright law. DFA is the acronym for Directions for Administration.

Dance	Item Title	EALR	Description
	Full Set: <i>Wild Wonderful Weather</i>	1.1.1 2.1 2.2 2.3 3.1	Students are asked to choreograph a dance around two contrasting types of weather. Students will be assessed on their understanding of movement, their ability to perform without interruption, and their ability to describe how their dance movements corresponded to the weather selections.
	Limited Set: <i>Poetry in Motion</i>	1.1.2 1.2 2.2	Students are asked to create a short dance based on the ideas, feelings, and images of a poem. Students are assessed on their understanding of choreography through arts concepts, arts skills and techniques.
	Limited Set: <i>Shape it Up</i>	1.1.1 1.2 2.3	Students are asked to create a dance showing the form and qualities of a student selected geometric shape. Students are assessed on their understanding of the elements of dance through movement and arts skills and techniques, while integrating a mathematical shape.
	Single Set: <i>Dancing Art</i>	4.1 1.2 2.3	Students are asked to choreograph and perform a dance based on one of two works of art (visual). Students will be assessed on their ability to connect the arts (dance and visual) and their understanding of arts skills and techniques.

5th Grade	Single Set: <i>Dancing Differences</i>	1.3	Students are asked to view and compare and contrast two dances from different cultures. Students will be assessed on their understanding of arts styles using dance elements.
	Dance	Item Title	EALR
8th Grade	Full Set: <i>Moving Poetry</i>	1.2 2.2 4.1	Students are asked to bring the ideas, feelings, and images of a poem to life through a choreographed dance. Students will be assessed on their ability to connect the arts (dance and poetry) and understanding of arts skills and techniques.
	Limited Set: <i>Choreograph a Commercial</i>	1.1.1 1.2 2.2	Students are asked to choreograph a dance to portray the positive qualities of a student selected consumer product. Students are assessed on their understanding of the elements of dance to express the qualities and understanding of arts skills and techniques.
	Limited Set: <i>Moving Masterpieces</i>	1.2 2.2 4.1	Students are asked to choreograph a solo dance based on one of two works of visual arts, using no words. Students will be assessed on their ability to connect the arts (dance and visual) and an understanding of arts skills and techniques.
	Single Set: <i>Dance Critic</i>	1.1.1	Students are asked to view a dance video and summarize the performance. Students will be assessed on their understanding of the elements of dance and how they express ideas and feelings.
	Single Set: <i>Dance Expert</i>	2.3	Students are asked to view a dance video, describe it, and summarize the purpose of the dance. Students will be assessed on their understanding of the elements of dance and their ability to describe the purpose with supporting details from the dance.
	Dance	Item Title	EALR
Grade 10	Full Set: <i>The Audition</i>	2.1 2.2 3.3	Students are asked to memorize a short dance and create and perform and respond about a variation based on the memorized dance. Students will be assessed on their understanding and application of the elements of dance in their variation and their ability to perform with focus, concentration, without interruption.
	Limited Set:	1.2 2.2	Students are asked to interpret the ideas, feelings, and images of a poem through dance. Students

	<u>Poetry and Performance</u>	4.1	will be assessed on their ability to connect the arts (dance, performed poetry, and music) and their understanding of arts concepts and skills.
	Limited Set: <u>Youth and the Arts</u>	1.1.1 2.1 3.1	Students are asked to choreograph a dance using the theme "Youth and the Arts." Students will be assessed on their ability to communicate through the arts, to apply the creative process, and their understanding of arts concepts through creating and responding about their creation of a solo and/or group dance.
	Single Set: <u>World Dance Cultures</u>	3.2 1.3	Students are asked to view dance videos from two different cultures and describe the purpose, dance elements used, and cultural characteristics of each. Students will be assessed on their ability to understand dance styles, connections between arts and culture, and their ability to describe the purpose with supporting details from the dance.
	Single Set: <u>Art in Action</u>	1.1.2 4.1 1.2	Students are asked to choreograph and perform a dance based on one of several works of visual arts. Students will be assessed on their ability to connect the arts (dance and visual) and their understanding of arts concepts.
Music	Item Title	EALR	Description
5th Grade	Full Set: <u>Zoo Tunes</u>	1.2 2.1	Students are asked to notate, and perform, with voice or instrument, an original musical composition portraying a chosen animal. Students will be assessed on their understanding and application of the elements of music and musical composition using ABA form.
	Limited Set: <u>What a Find! Part 1;</u> <u>Part 2</u>	1.1 1.2	The students are asked to create a rhythmic pattern based on given notations, arrange it into a rondo form (ABACA), and sight read and play the rhythmic pattern using body percussion. Students will be assessed on their understanding of rhythm and form.
	Single Set: <u>All-Star Cast</u>	1.1.1 1.2	Students are asked to perform a sight-singing exercise of two measures of music. Students will be assessed on their understanding of rhythm and steady beat and their ability to perform in the designated key with accurate interval changes.
	Single Set:	1.1.1	Students are asked to create a rhythmic four measure piece of music and perform it on an

	<i>Cartoon Soundtrack</i>		unpitched instrument. Students will be assessed on their understanding of rhythm, steady beat, and dynamics.
	Single Set: <i>Come to the Fair</i>	1.1.1 1.3	Students are asked to listen to and compare and contrast two musical compositions. Students are assessed on their understanding of the elements of music of different musicians.
Music	Item Title	EALR	Description
8th Grade	Full Set: <i>All-State All-Stars</i>	1.1.1 1.2 2.2	Students are asked to perform a sight-singing exercise of four measures of music. Students will be assessed on their understanding of rhythm and steady beat and their ability to perform in the designated key with accurate interval changes, acappella.
	Limited Set: <i>Bubble Gum Jingle Part 1; Part 2</i>	1.1.1 1.1.2 1.2 2.3	Students are asked to create and perform a jingle, using voice or an instrument, for a brand of bubble gum. Students will be assessed on their understanding of arts concepts, musical form, and arts skills and techniques.
	Limited Set: <i>Roller Coaster Fanatic Part 1; Part 2</i>	1.1.2 2.2	Students are asked to create a theme, using voice or an instrument, showing a person's feelings when riding a roller coaster as a theme for a computer game. Students will be assessed on their understanding of notation and arts skills and techniques and their ability to perform their composition.
	Single Set: <i>Music Review</i>	1.1.1	Students are asked to listen to a musical composition and write a review of the performance. Students will be assessed on their understanding of the elements of music.
	Single Set: <i>Stepping to the Rhythm</i>	1.1.1	Students are asked to perform a sight-reading exercise of eight measures of music. Students will be assessed on their understanding of rhythm, steady beat, tempo, and dynamics using body percussion.
	Music	Item Title	EALR
	Full Set: <i>The Melody of Your Dreams</i>	1.1.2 2.2	Students are asked to create a musical composition with a "catchy" melody for voice or instrument that may be used in an advertisement for a car advertisement. Students will be assessed on their understanding of all of the elements of music through their ability to notate and perform the music as written.

Grade 10	Limited Set: <i>Prime Time TV Part 1; Part 2</i>	1.1 2.2 2.3	Students are asked to create (compose) and perform a theme song for a television show, using voice or an instrument, as well as three variations on the their theme. Students will be assessed on their understanding of the elements of music, and the artistic processes of creating, performing and responding.
	Limited Set: <i>Festival Time Part 1; Part 2</i>	2.2 3.2	Students are asked to select a musical piece which they will research, analyze, and then perform, using voice or an instrument. Students will be assessed on their understanding of communicating for a specific purpose and performance skills.
	Single Set: <i>Sounds of Music</i>	1.1.1 2.2 1.4	Students are asked to perform a sight-reading exercise of eight measures of music in two time signatures. Students will be assessed on their understanding of rhythm, steady beat, and performance skills.
	Single Set: <i>World Class All-Stars</i>	1.1.1 1.1.2	Students are asked to perform a sight-singing exercise of eight measures of music. Students will be assessed on their understanding of rhythm and steady beat and their ability to perform in the designated key with accurate interval changes.
Theatre	Item Title	EALR	Description
5th Grade	Full Set: <i>Center Stage Star</i>	1.2 2.1	Students are asked to create a performance of a character from a familiar fairy tale, folk tale, fable, or nursery rhyme. Students will be assessed on their understanding of voice skills and movement, and their ability to sustain character throughout a performance.
	Limited Set: <i>Greetings, Sister City!</i>	1.2 2.1	Students are asked to create a dramatic presentation based on a haiku poem. Students will select a haiku poem, memorize it, develop a performance, rehearse it and perform it. Students will be assessed on their understanding of voice skills and movement.
	Limited Set: <i>So...What's Your Problem?</i>	1.2 2.1	Students are asked to create and perform a pantomime based on a story having a problem and solution using an imaginary person's help. Students will be assessed on their understanding of movement, character, and story structure.
	Single Set:	1.1.1 1.2	Students are asked to create and perform a sports skill for an instructional presentation.

	<u><i>Be a Good Sport</i></u>		Students will be assessed on their understanding of movement and sequence of action.
	Single Set: <u><i>Time for Rhyme</i></u>	1.2 2.3	Students are asked to memorize and perform a nursery rhyme. Students will be assessed on their understanding of voice skills, movement.
Theatre	Item Title	EALR	Description
8th Grade	Full Set: <u><i>Animal Crackers</i></u>	1.2 2.1	Students are asked to create a animal character to be used as a mascot in an advertising campaign. Students will be assessed on their understanding of voice skills and movement.
	Limited Set: <u><i>Campfire Story: It's Your Night!</i></u>	1.2 2.1 2.2	Students are asked to create and perform a campfire story with an effective storyline and structure, and believable characters. Students will be assessed on their understanding of arts skills and techniques, arts concepts, and the artistic process of creating, performing and responding.
	Single Set: <u><i>Get a Job!</i></u>	1.1.1 1.2	Students are asked to perform a nursery rhyme, three different times, using three distinct emotions. Students will be assessed on their understanding of character, voice skills, and movement.
	Single Set: <u><i>S.O.S: I Don't Know!</i></u>	1.2 1.1.2 2.3	Students are asked to select and perform a speech from provided samples. Students will be assessed on their understanding of projection, expressive voice techniques, and articulation.
	Single Set: <u><i>Lights, Camera, Action!</i></u>	1.2 2.2	Students are asked to create and perform a monologue with pantomime based on communicating a problem to another person. Students will be assessed on their understanding of movement skills, focus techniques, story structure, and the creative process.
	Theatre	Item Title	EALR
Grade 10	Full Set: <u><i>Auditioning With Pantomime</i></u>	2.1 2.2	Students are asked to create a pantomime with a clear beginning, middle, and end with a central conflict that is clearly resolved. Students will be assessed on their understanding of movement, expression, story structure, and the creative process.
	Limited Set: <u><i>You're History!</i></u>	1.1.1 1.1.2 1.2	Students are asked to choose an historic figure and portray them as they would speak and act based on their personal research. Students will be assessed on their understanding of movement, voice

			skills, and character development.
	Limited Set: <u><i>Comedy Tonight!</i></u>	1.1.1 1.1.2 1.2	Students are asked to perform a one-minute comedic improvisation with a partner. Students will be assessed on their understanding of setting, character, and story structure.
	Single Set: <u><i>Getting the Part</i></u>	1.1.1 1.1.2 1.2	Students are asked to perform a monologue from a selection of published modern plays, preparing for the performance by analyzing the author's intention and analyzing the portrayed character. Students will be assessed on their understanding of character analysis and arts skills and techniques.
	Single Set: <u><i>Speaking the Speech</i></u>	1.2 2.2	Students are asked to perform an improvisational monologue of how to effectively and theatrically deliver an effective political speech using theatre elements. Students will be assessed on their understanding of arts skills and techniques, arts concepts, and the performance process.
Visual Arts	Item Title	EALR	Description
5th Grade	Full Set: <i>You've Got it Covered</i> <u><i>Section 1</i></u> <u><i>Section 2</i></u> <u><i>Section 3</i></u> <u><i>Section 4</i></u> <u><i>Section 5</i></u>	1.1.1 1.1.2 2.3	Students will be asked to create a drawing for a CD cover using a musical composition as inspiration. Students will be assessed on their application and understanding of line types and qualities, shapes, and color to create balance.
	Limited Set: <u><i>One of a Kind Shoe</i></u>	1.1.1 1.1.2 2.3	Students are asked to design a sports shoe. Students will be assessed on their use of line, value, texture, and shape using the elements and principles of organization of visual arts.
	Limited Set: <u><i>A Postcard View</i></u>	1.1.1 2.3	Students are asked to create visual arts landscapes for postcards. Students will be assessed on their understanding of spatial devices, positive and negative space, compositional decisions in creating a landscape.
	Single Set: <u><i>A New Mascot</i></u>	1.1.2 2.1 2.2	Students are asked to create a 2-D sketch of an animal's head and then create a 3-D mask of the animal head out of paper. Students will be assessed on their understanding of the creative process and arts elements.
	Single Set: <u><i>All about Us</i></u>	2.1 1.1.1 1.1.2	Students are asked to create a figure drawing placed in a setting of their choice. Students will be assessed on their understanding of visual arts elements and

		2.1	principles (movement and contrast) and the creative process.
Visual Arts 8th Grade	Item Title	EALR	Description
	Full Set: <i>The Real You</i> Section 1 Section 2 - Anchor Set 1-12 Section 3 - Practice Set 1-10 Section 4 Section 5	1.1.1 1.1.2 2.2 2.3 3.1	Students are asked to create a realistic self-portrait using a variety of line types and qualities, shapes and colors, values, proportion, and balance to express an emotion or feeling. The student will be assessed on their understanding and application of arts elements and principles of organization.
	Limited Set: Endangered Nest	1.1.1 2.3	Students are asked to create a realistic illustration of a bird's nest with specified features for a national conservation magazine. Students will be assessed on their understanding of the elements of visual arts using the creative process.
	Single Set: Earth Day	1.1.1 2.1	Students are asked to create a realistic, still life drawing of natural objects. Students will be assessed on their understanding of dimensionality and the creative process.
	Single Set: Sculptures in the Park	1.1.1 4.2	Students are asked to create a freestanding model of a sculpture, within the limits of a described theme. Students will be assessed on their understanding of sculptural form and communicating for a specific purpose through visual arts.
	Single Set: Teen Sandwich Hub	1.2 4.2	Students are asked to create a one-point perspective drawing of a structure which would appeal to teens. Students will be assessed on their understanding of spatial devices and how to communicate through visual arts for a specific purpose.
Visual Arts Grade 10	Item Title	EALR	Description
	Full Set: <i>A Vegetarian Palette</i> Section 1 Section 2 Section 3 Section 4 Section 5	1.1.1 1.1.2 2.2 2.3	Students are asked to create a realistic still life composition of an arrangement of fruits and/or vegetables for the front cover of a new vegetarian cookbook. Students will be assessed on their application and understanding of the elements and principles of organization of the visual arts.
	Limited Set: Earth Club Logo	3.1 3.2	Students are asked to create a bumper sticker with a logo for a specific purpose. Students will be assessed on their understanding

		of how to express ideas and feelings and communicate for a specific purpose through the visual arts.
Limited Set: <u>Cartoon Comments</u>	3.1 3.2	Students are asked to create a persuasive one-panel cartoon for a specific purpose. Students will be assessed on their understanding of how to communicate for a specific purpose through visual arts. Students will show through drawing how the expression of ideas and feelings can be used for a persuasive purpose utilizing the visual arts elements and principles of organization.
Single Set: <u>The Perfect Gift</u>	2.1 1.1.1 1.1.2	Students are asked to create a portrait using a student-selected classic artistic style. Students will be assessed on their understanding of the color attributes and form of the chosen artistic style. Students will also be assessed on their understanding of the creative process.
Single Set: <u>Picture This</u>	1.1.1 1.1	Students are asked to create a design for a backdrop with a seascape theme and then paint a small sample of the backdrop. Students will be assessed on their understanding of perspective and color attributes.

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