

# RLHS MUSIC DEPARTMENT ASSESSMENT & GRADING RUBRICS

## 1. Performance Skills – Look at the rubric for your skill level

PERFORMANCE ASSESSMENT RUBRIC: NOVICE	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-EXCEEDS STANDARDS/ SHOWS GROWTH
<b>TONE</b>	Exhibited difficulty producing a recognizable and consistent sound with proper breath and resemblance of a vowel.	Exhibited challenges in tone, breath support, and vowel production throughout (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited some challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance range extremes).
<b>INTONATION (Winds/Vocalists)</b>	There was little evidence of control relative to intervallic relationships and pitch intonation.	Significant difficulties maintaining intervallic relationships and pitch intonation.	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. (e.g., extreme ranges may suffer and performer fails to adjust).
<b>TECHNIQUE (Instrumentalists)</b>	Lack of understanding of technical facility (correct hand position/horn carriage).	Developing technical facility for this skill level. Corrections needed in hand position and/or horn carriage.	Minor technical facility errors (hand position and/or horn carriage/or sticks and mallets)	Excellent technical mastery for this skill level. Appropriate hand position and horn carriage/sticks or mallets.
<b>INTERPRETATION/MUSICIANSHIP</b>	Little or no attention to expressive qualities.	Minimal attention to expressive qualities representative of stylistic/composer intent.	Some attention to expressive qualities representative of stylistic/composer intent.	Demonstrated appropriate expressive qualities representative of stylistic/composer intent.

<b>ARTICULATION (WINDS)</b>	Little or no attention to articulation.	Minimal attention to articulation.	Some attention to articulation.	Demonstrated appropriate and expressive articulation.
<b>STICKING (PERCUSSIONISTS)</b>	Rolls/rudiments are incorrect, uneven.	Some rolls/rudiments are incorrect/uneven.	Most rolls/rudiments are correct for this skill level. Some are uneven.	All rolls/rudiments are correct for this skill level.
<b>DICTION (VOCALISTS)</b>	Incorrect posture, diction, consonant enunciation during technical and melisma passages	Several errors in diction and/or consonant enunciation, especially during technical or melisma passages.	Minor errors in diction and/or consonant enunciation at beginning, middle or ends of words.	Consistently appropriate diction with clearly enunciated consonants at beginning, middle and end of all words.
<b>OTHER PERFORMANCE FACTORS</b>	Minimal attention to appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and numerous memory lapses (vocalists).	Occasional lapses in appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and some memory lapses (vocalists).	Appropriate and professional posture, appearance, poise, general conduct, mannerisms, facial expression, limited memory lapses (vocalists).	Outstanding presentation. Highly professional attention to posture, appearance, poise, general conduct, mannerisms, facial expression, no memory lapses (vocalists). Appropriate for college audition or job interview.
<b>SCALES/ARPEGGIOS (ALL) RUDIMENTS (PERCUSSIONISTS)</b>	Many pitch errors. Lack of steady pulse. Rhythmic inaccuracy. Lack of clear articulation.	A few pitch errors. Lack of steady pulse or incorrect rhythms. Inconsistent articulation.	All pitches accurate. Occasional lapses in pulse or rhythms. Minor articulation problems.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Articulation pattern is clearly defined.

PERFORMANCE ASSESSMENT RUBRIC: INTERMEDIATE	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-EXCEEDS STANDARDS/ SHOWS GROWTH
<b>TONE</b>	Exhibited challenges in tone, breath support, and vowel production throughout (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited some challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	Exhibited clear tone production, vowel placement and correct breath support throughout.
<b>INTONATION (Winds/Vocalists)</b>	Significant difficulties maintaining intervallic relationships and pitch intonation.	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. (e.g. extreme ranges may suffer and performer fails to adjust).	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.
<b>RHYTHM AND PULSE ACCURACY</b>	Had difficulty performing rhythms, demonstrating a lack of rhythmic interpretation, steady pulse, or rhythmic feel.	Performed a majority of the rhythms accurately, but demonstrated some minor difficulties in rhythmic interpretation, steady pulse, and other performance challenges that impacted rhythmic feel.	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	Performed all rhythms accurately with a consistent and steady pulse that was easily felt by the performer and listener.
<b>TECHNIQUE (Instrumentalists)</b>	Lack of understanding of technical facility (correct hand position/horn carriage).	Developing technical facility for this skill level. Corrections needed in hand position and/or horn carriage.	Minor technical facility errors (hand position and/or horn carriage/or sticks and mallets)	Excellent technical mastery for this skill level. Appropriate hand position and horn carriage/sticks or mallets.

<b>INTERPRETATION/MUSICIANSHIP</b>	Minimal attention to expressive qualities representative of stylistic/composer intent.	Some attention to expressive qualities representative of stylistic/composer intent.	Demonstrated appropriate expressive qualities representative of stylistic/composer intent.	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing.
<b>ARTICULATION (WINDS)</b>	Minimal attention to articulation.	Some attention to articulation.	Demonstrated appropriate articulation.	Expressive and consistent use of articulation.
<b>STICKING (PERCUSSIONISTS)</b>	Rolls/rudiments are incorrect, uneven.	Some rolls/rudiments are incorrect/uneven.	Most rolls/rudiments are correct for this skill level. Some are uneven.	All rolls/rudiments are correct for this skill level and precisely executed.
<b>DICTION (VOCALISTS)</b>	Several errors in diction and/or consonant enunciation, especially during technical or melisma passages.	Minor errors in diction and/or consonant enunciation at beginning, middle or ends of words.	Consistently appropriate diction with clearly enunciated consonants at beginning, middle and end of all words.	Clearly enunciated consonants and diction throughout range and song.
<b>OTHER PERFORMANCE FACTORS</b>	Minimal attention to appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and numerous memory lapses (vocalists).	Occasional lapses in appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and some memory lapses (vocalists).	Appropriate and professional posture, appearance, poise, general conduct, mannerisms, facial expression, limited memory lapses (vocalists).	Outstanding presentation. Highly professional attention to posture, appearance, poise, general conduct, mannerisms, facial expression, no memory lapses (vocalists). Appropriate for college audition or job interview.
<b>SCALES/ARPEGGIOS (ALL) RUDIMENTS (PERCUSSIONISTS)</b>	Many pitch errors. Lack of steady pulse. Rhythmic inaccuracy. Lack of clear articulation.	A few pitch errors. Lack of steady pulse or incorrect rhythms. Inconsistent articulation.	All pitches accurate. Occasional lapses in pulse or rhythms. Minor articulation problems.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Articulation pattern is clearly defined.

<b>PERFORMANCE ASSESSMENT RUBRIC: PROFICIENT</b>	<b>1 - EMERGING</b>	<b>2- APPROACHES STANDARDS</b>	<b>3-MEETS STANDARDS</b>	<b>4-EXCEEDS STANDARDS/ SHOWS GROWTH</b>
<b>TONE</b>	Exhibited some challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	Exhibited clear tone production, vowel placement and correct breath support throughout.	Exhibited clear and mature tone production throughout.
<b>INTONATION (Winds/Vocalists)</b>	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. (e.g., extreme ranges may suffer and performer fails to adjust).	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.
<b>RHYTHM AND PULSE ACCURACY</b>	Performed a majority of the rhythms accurately, but demonstrate some minor difficulties in rhythmic interpretation, steady pulse, and other performance challenges that impacted rhythmic feel.	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	Performed all rhythms accurately with a consistent and steady pulse that was easily felt by the performer and listener.	Performed all rhythms accurately with a consistent and steady pulse, but with appropriately expressive enhancements.
<b>TECHNIQUE (Instrumentalists)</b>	Lack of understanding of technical facility (correct hand position/horn carriage).	Developing technical facility for this skill level. Corrections needed in hand position and/or horn carriage.	Excellent accuracy. Needs slight corrections in technique to move to the next achievement level. Appropriate hand and instrument position.	Excellent technical mastery for this skill level. Appropriate hand position and horn carriage/sticks or mallets.
<b>INTERPRETATION/MUSICIANSHIP</b>	Some attention to expressive qualities representative of stylistic/composer intent.	Demonstrated appropriate expressive qualities representative of stylistic/composer intent.	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.

<b>ARTICULATION (WINDS)</b>	Inconsistent attention to articulation.	Minor lapses in accurate articulation.	Expressive and consistent use of articulation.	Exhibited expressive and controlled use of articulation with attention to nuance.
<b>STICKING (PERCUSSIONISTS)</b>	Some rolls/rudiments are incorrect, uneven.	Some rolls/rudiments are uneven.	Most rolls/rudiments are correct and evenly executed for this skill level.	All rolls/rudiments are correct for this skill level and precisely executed.
<b>DICTION (VOCALISTS)</b>	Minor errors in diction and/or consonant enunciation at beginning, middle or ends of words.	Consistently appropriate diction with clearly enunciated consonants at beginning, middle and end of all words.	Clearly enunciated consonants and diction throughout range and song.	Accurately uses diction and consonants to convey message of song.
<b>OTHER PERFORMANCE FACTORS</b>	Minimal attention to appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and numerous memory lapses (vocalists).	Occasional lapses in appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and some memory lapses (vocalists).	Appropriate and professional posture, appearance, poise, general conduct, mannerisms, facial expression, limited memory lapses (vocalists).	Outstanding presentation. Highly professional attention to posture, appearance, poise, general conduct, mannerisms, facial expression, no memory lapses (vocalists). Appropriate for college audition or job interview.
<b>SCALES/ARPEGGIOS (ALL) RUDIMENTS (PERCUSSIONISTS)</b>	Many pitch errors. Lack of steady pulse. Rhythmic inaccuracy. Lack of clear articulation. Rudiments: Lapses in evenness and precision. Lack of steady pulse and occasional incorrect sticking.	Minor pitches errors. Occasional lapses in pulse or rhythms. Minor articulation problems.	All pitches accurate. Steady pulse and rhythm execution. Accurate articulation.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Articulation pattern is clearly defined.

PERFORMANCE ASSESSMENT RUBRIC: ACCOMPLISHED	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-EXCEEDS STANDARDS/ SHOWS GROWTH
<b>TONE</b>	Exhibited incidental challenges in tone, breath support, and vowel production (e.g., breathy, lack of register consistency, lacking resonance range extremes).	Exhibited clear tone production, vowel placement and correct breath support throughout.	Exhibited clear and mature tone production throughout.	Exhibited nuance in manipulating tone quality for expressive purposes while maintaining clear and mature tone production throughout.
<b>INTONATION (Winds/Vocalists)</b>	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions (e.g., extreme ranges may suffer and performer fails to adjust).	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	Exhibited creative, yet appropriate decisions of expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.
<b>RHYTHM AND PULSE ACCURACY</b>	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance.	Performed all rhythms accurately with a consistent and steady pulse that was easily felt by the performer and listener.	Performed all rhythms accurately with a consistent and steady pulse, but with some expressive enhancements.	Demonstrated personal rhythmic interpretation appropriate for style, genre, and/or historical period.
<b>TECHNIQUE (Instrumentalists)</b>	Several errors in technical passages. Inconsistent hand position.	Infrequent errors in technique and hand position. Minor issues in technical passages.	Excellent accuracy. Appropriate hand and instrument position.	Outstanding accuracy. Excellent and artistic technical mastery. Appropriate hand and instrument position.
<b>INTERPRETATION/MUSICIANSHIP</b>	Demonstrated appropriate expressive qualities representative of stylistic/composer intent.	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited highly mature manipulation of expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.

<b>ARTICULATION (WINDS)</b>	Inconsistent attention to articulation.	Minor lapses in accurate articulation.	Expressive and consistent use of articulation.	Exhibited expressive and controlled use of articulation with attention to nuance.
<b>STICKING (PERCUSSIONISTS)</b>	Some rolls/rudiments are incorrect, uneven.	Some rolls/rudiments are uneven.	Most rolls/rudiments are correct and evenly executed for this skill level.	All rolls/rudiments are correct for this skill level and precisely executed.
<b>DICTION (VOCALISTS)</b>	Consistently appropriate diction with clearly enunciated consonants at beginning, middle and end of all words.	Clearly enunciated consonants and diction throughout range and song.	Accurately uses diction and consonants to convey message of song when appropriate.	Artistically uses word painting to convey message of song when appropriate.
<b>OTHER PERFORMANCE FACTORS</b>	Minimal attention to appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and numerous memory lapses (vocalists).	Occasional lapses in appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and some memory lapses (vocalists).	Appropriate and professional posture, appearance, poise, general conduct, mannerisms, facial expression, limited memory lapses (vocalists).	Outstanding presentation. Highly professional attention to posture, appearance, poise, general conduct, mannerisms, facial expression, no memory lapses (vocalists). Appropriate for college audition or job interview.
<b>SCALES/ARPEGGIOS (ALL) RUDIMENTS (PERCUSSIONISTS)</b>	Several pitch errors. Lack of attention to rhythm and/or articulation. Rudiments: Lapses in evenness and precision. Lack of steady pulse and occasional incorrect sticking.	Some pitch errors. Lack of attention to rhythm and/or articulation. Rudiments: Lapses in evenness and precision. Correct sticking.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Articulation pattern is clearly defined. Rudiments: Clear and evenly controlled strokes with correct stickings and steady pulse.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Fast tempo (above quarter = 100). Expressively performed with musical phrasing. Articulation pattern is clearly defined. Rudiments: Clear and evenly controlled strokes with correct stickings and steady pulse at a fast tempo.



PERFORMANCE ASSESSMENT RUBRIC: ADVANCED	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-NO EXCEEDS AT THIS LEVEL
TONE	Exhibited clear tone production, vowel placement and correct breath support throughout.	Exhibited clear and mature tone production throughout.	Exhibited nuance in manipulating tone quality for expressive purposes while maintaining clear and mature tone production throughout.	
INTONATION (Winds/Vocalists)	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	Exhibited creative, yet appropriate decisions of expressive manipulation of pitch while maintaining appropriate accuracy and intonation throughout.	
RHYTHM AND PULSE ACCURACY	Performed all rhythms accurately with a consistent and steady pulse that was easily felt by the performer and listener.	Performed all rhythms accurately with a consistent and steady pulse, but with some expressive enhancements.	Demonstrated personal rhythmic interpretation appropriate for style, genre, and/or historical period.	
TECHNIQUE (Instrumentalists)	Several errors in technical passages. Inconsistent hand position.	Infrequent errors in technique and hand position. Minor issues in technical passages.	Outstanding accuracy. Excellent and artistic technical mastery. Appropriate hand and instrument position.	
INTERPRETATION/MUSICIANSHIP	Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	Exhibited highly mature manipulation of expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.	
ARTICULATION (WINDS)	Minor errors in articulation. Lack of careful attention to detail.	Mostly appropriate articulations.	Consistently appropriate and artistic articulations.	
STICKING (PERCUSSIONISTS)	Some rolls/rudiments are	Most rolls/rudiments are	All rolls/rudiments are	

	uneven.	correct for this skill level.	correct for this skill level and precisely executed.	
<b>DICTION (VOCALISTS)</b>	Clearly enunciated consonants and diction throughout range and song.	Accurately uses diction and consonants to convey message of song when appropriate.	Artistically uses word painting to convey message of song when appropriate.	
<b>OTHER PERFORMANCE FACTORS</b>	Minimal attention to appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and numerous memory lapses (vocalists).	Occasional lapses in appropriate posture, appearance, poise, general conduct, mannerisms, facial expression, and some memory lapses (vocalists).	Appropriate and professional posture, appearance, poise, general conduct, mannerisms, facial expression, limited memory lapses (vocalists).	
<b>SCALES/ARPEGGIOS (ALL) RUDIMENTS (PERCUSSIONISTS)</b>	Some pitch errors. Lack of attention to rhythm and/or articulation. Rudiments: Lack of steady pulse and clear rhythm.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Articulation pattern is clearly defined. Rudiments: Clear and evenly controlled strokes with correct stickings and steady pulse.	All pitches accurate. Strong sense of pulse. Accurate rhythms. Fast tempo (above quarter = 100). Expressively performed with musical phrasing. Articulation pattern is clearly defined. Rudiments: Clear and evenly controlled strokes with correct stickings and steady pulse at a fast tempo.	

## 2. Musical Understanding – Written and Aural Theory Skills

WRITTEN THEORY RUBRIC	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-EXCEEDS STANDARDS/ SHOWS GROWTH
<b>PITCH IDENTIFICATION ON THE GRAND STAFF</b>	Multiple incorrect pitches in both clefs.	Correctly identified all pitches in one clef and incorrectly identified pitches in the other clef.	Correctly identified all pitches in both clefs within the staff.	Correctly identified all pitches in both clefs including ledger lines above and below the staff.
<b>NOTE/REST IDENTIFICATION - NAME AND DURATION</b>	Incorrectly identified many notes and rests and their durations.	Correctly identified some of the note and rests and their durations.	Correctly identified all notes and rests and their durations.	Correctly identified all notes and rests and their durations.
<b>TIME SIGNATURES</b>	Multiple incorrect definitions of the numbers in the time signatures indicating a lack of understanding.	Incorrectly defined the meaning of 1-3 of the numbers.	Correctly defined the meaning of the top and bottom numbers.	Correctly defined the meaning of the top and bottom numbers.
<b>MUSIC ROAD MAP SIGNS</b>	Incorrectly identified several road map signs and failed to write correct directions for playing the music.	Incorrectly identified 1-3 of the road map signs and/or incorrectly wrote directions on how to play the music.	Correctly identified road map signs and can write directions to play the music correctly.	Correctly identified road map signs and can write directions to play the music correctly.
<b>DYNAMICS, TEMPOS, ARTICULATION MARKINGS, AND PHRASE MARKINGS</b>	Incorrectly identified several dynamic, tempo, phrase, and articulation markings.	Incorrectly identified 1-3 of the dynamic, tempo, phrase, and articulation markings.	Correctly identified all dynamic markings, tempo markings, phrase markings, and articulation markings.	Correctly identified all dynamic markings, tempo markings, phrase markings, and articulation markings. To show exceeding standard, the vocab list will be much more extensive.
<b>WHOLE STEP/HALF STEP</b>	Incorrectly identified several whole steps or half steps and/or incorrectly wrote several whole steps and half steps on the staff.	Incorrectly identified 1-3 whole steps or half steps and/or incorrectly wrote a few whole steps/half steps on the staff.	Correctly identified whole steps and half steps and correctly wrote whole steps and half steps on the staff.	Correctly identified whole steps and half steps and correctly wrote whole steps and half steps on the staff.
<b>ENHARMONICS</b>	Incorrectly identified several enharmonic pitches and incorrectly wrote several enharmonic pitches on the staff indicating a lack of understanding of enharmonics.	Incorrectly identified 1-3 enharmonic pitches and/or incorrectly wrote 1-3 enharmonic pitches on the staff.	Correctly identified enharmonic notes and wrote enharmonic pitches correctly on the staff.	Correctly identified enharmonic notes and wrote enharmonic pitches correctly on the staff.

<b>TETRACHORDS/SCALES</b>	Incorrectly built several tetrachords or major scales and/or incorrectly identified several major scales on the staff.	Incorrectly built a few tetrachords or major scales and/or incorrectly identified a few major scales on the staff.	Correctly built all tetrachords and scales on the staff and correctly identified written out major scales.	Correctly built all tetrachords and scales (major, natural minor, harmonic minor, melodic minor) on the staff and correctly identified written out scales (major, natural minor, harmonic minor, melodic minor).
<b>KEY SIGNATURE IDENTIFICATION AND BUILDING</b>	Incorrectly identified and/or wrote several major key signatures.	Incorrectly identified and/or wrote a few major key signatures.	Correctly identified and wrote all major key signatures.	Correctly identified and wrote all major and minor key signatures.
<b>INTERVAL IDENTIFICATION AND BUILDING</b>	Incorrectly identified several major or perfect intervals and/or incorrectly wrote several major or perfect intervals on the staff.	Incorrectly identified a few major or perfect intervals and/or incorrectly wrote a few major or perfect intervals on the staff.	Correctly identified all major and perfect intervals and correctly wrote them on the staff.	Correctly identified all major, perfect, minor, diminished and augmented intervals and wrote them on the staff.
<b>CIRCLE OF 4THS/5THS</b>	Multiple mistakes are made when writing the circle of 4ths or 5ths showing lack of understanding of key signature relationships, key names and order of sharps and flats.	More than half of the circle of 4ths or 5ths including major keys is written correctly. The order of sharps and flats are written correctly.	Correctly wrote out the entire Circle of 4ths or 5ths with key signatures and key names including all major keys. Order of sharps and flats are written correctly.	Correctly wrote out the entire Circle of 4ths or 5ths with key signatures and key names, including both major and minor keys. Order of sharps and flats are written correctly.
<b>RHYTHM ANALYSIS</b>	Incorrectly identified correct analysis of rhythms and incorrectly analyzed rhythms in simple and compound time signatures..	Correctly identified correct analysis of most rhythms in simple and compound time signatures. Correctly analyzed some rhythms in simple and compound time signatures.	Correctly identified correct analysis of all rhythms in simple and compound time signatures. Correctly analyzed most rhythms in simple and compound time signatures.	Correctly identified correct analysis of all rhythms in simple and compound time signatures. Correctly analyzed all rhythms in simple and compound time signatures.
<b>SOLFEGE</b>				

<b>LISTENING (AURAL) RUBRIC</b>	<b>1 - EMERGING</b>	<b>2- APPROACHES STANDARDS</b>	<b>3-MEETS STANDARDS</b>	<b>4-EXCEEDS STANDARDS/ SHOWS GROWTH</b>
<b>INTERVAL RECOGNITION (CIRCLE THE INTERVAL YOU HEAR)</b>	Incorrectly identified most major and perfect intervals.	Correctly identified some major and perfect intervals.	Correctly identified all major and perfect intervals.	Correctly identified all major, minor, perfect, augmented and diminished intervals.
<b>CHORD RECOGNITION (CIRCLE THE CHORD YOU HEAR)</b>	Failed to identify major and minor chords.	Correctly identified some major and minor chords.	Correctly identified all major and minor chords.	Correctly identified all major, minor, augmented, and diminished chords.
<b>RHYTHM DICTATION (WRITE THE RHYTHM YOU HEAR)</b>	Incorrectly wrote the dictated rhythm, musical notation is unclear and lacks precision.	Correctly wrote most of the rhythm with a few minor errors.	Correctly wrote the dictated rhythm with clear notation.	Correctly wrote the dictated rhythm with clear notation. Student completed challenge dictation examples including complex rhythms and time signatures.
<b>RHYTHM RECOGNITION (CIRCLE THE RHYTHM YOU HEAR)</b>	Recognized and identified few to none of the rhythms performed.	Recognized and identified most of the rhythms performed.	Correctly recognized and identified all rhythms performed.	Correctly recognized and identified all rhythms performed. Student is able to recognize and identify more complicated, challenging rhythms.
<b>SCALE RECOGNITION (CIRCLE THE SCALE YOU HEAR)</b>	Failed to recognize and identify major, natural minor, harmonic minor, melodic minor, and chromatic scales.	Recognized and identified a few major, natural minor, harmonic minor, melodic minor, and chromatic scales.	Recognized and identified most major, natural minor, harmonic minor, melodic minor, and chromatic scales.	Recognized and identified all major, natural minor, harmonic minor, melodic minor, and chromatic scales.
<b>SCALE RECOGNITION (WRITE THE NAME OF THE SCALE YOU HEAR)</b>	Failed to identify major, natural minor, harmonic minor, melodic minor, and chromatic scales.	Correctly identified a few major, natural minor, harmonic minor, melodic minor, and chromatic scales.	Correctly identified most major, natural minor, harmonic minor, melodic minor, and chromatic scales.	Correctly identified all major, natural minor, harmonic minor, melodic minor, and chromatic scales.
<b>PITCH DIFFERENTIATION (IDENTIFY SHARP OR FLAT)</b>	Failed to determine whether pitches were sharp or flat.	Correctly determined whether some pitches were sharp or flat.	Correctly determined whether most pitches were sharp or flat.	Correctly determined whether all pitches were sharp or flat.

### 3. Goals/Planning/Reflection

GOALS/PLANNING/REFLECTION RUBRIC: ALL LEVELS	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-EXCEEDS STANDARDS/ SHOWS GROWTH
<b>QUARTERLY GOAL SHEETS</b>	Student has not completed the 5 required S.M.A.R.T. goals.	Student wrote 5 goals that do not meet the criterion for S.M.A.R.T. goals and more thought is required.	Student wrote 5 insightful short and long-term S.M.A.R.T. goals based on data from the fall performance and theory exams.	Student wrote 5 insightful short and long-term S.M.A.R.T. goals based on data from the fall performance and theory exams that indicate a willingness to put effort toward growth, showing mastery-oriented dispositions.
<b>BIWEEKLY REFLECTION SHEETS</b>	Student failed to complete reflections on practice and skills progress and/or failed to make plans for future progress.	Student completed reflections on practice and skills progress, but failed to include detailed examples. AND/OR Student failed to include next steps toward higher skills achievement.	Student completed reflections on practice and skills progress. Explicit examples are provided. Student included next steps toward higher skills achievement.	Student completed insightful reflections on practice and skills progress. Explicit examples are provided. Student included high quality next steps toward higher skills achievement.
<b>PRACTICE PLANS</b>	Student failed to complete a thorough plan including warm-ups and fundamentals, 3 repertoire plans and appropriate practice strategies. This student needs guided assistance in the creation of quality practice plans.	Student completed a list of fundamentals and warm-ups, 3 repertoire practice plans, and goals and reflections. The practice plan failed to include appropriate practice strategies showing a need for guidance in the creation of an effective practice plan.	Student completed a list of fundamentals and warm-ups, 3 repertoire practice plans, and detailed goals and reflections. The practice plan included several appropriate practice strategies.	Student completed a quality list of fundamentals and warm-ups, 3 detailed repertoire practice plans, and detailed and insightful goals and reflections. The practice plan included several appropriate practice strategies.
<b>CONCERT EVALUATIONS</b>	Student failed to complete all the categories on the concert evaluation.	Student selected a rating for the performing group in each musical category, but failed to provide detailed examples backing up the rating using music vocabulary.	Student selected a rating for the performing group in each musical category and provided detailed examples backing up the rating using music vocabulary.	Student selected a rating for the performing group in each musical category and provided detailed and insightful examples backing up the rating using vocabulary appropriate for a teacher or judge of a performing ensemble.

## 4. Rehearsal Contributions

REHEARSAL CONTRIBUTIONS: ARE YOU?	LEVEL 1: UNACCEPTABLE - DISRUPTIVE	LEVEL 2: BELOW EXPECTATIONS	LEVEL 3: MEETS EXPECTATIONS	LEVEL 4: EXCEEDS EXPECTATIONS
<b>PREPARED EVERY DAY</b>	Does not have music, pencil, instrument (band), reeds/valve oil (band) and therefore is unable to perform.	Has music, pencil, instrument(band), reeds/valve oil(band), but has not practiced for rehearsal. This is made evident by inability to play required passages in our music.	Has music, pencil, instrument (band),reeds/valve oil (band) and has practiced music.	Has music, pencil, instrument (band),reeds/valve oil (band) and has practiced music.
<b>REMEMBERING PREVIOUS CONCEPTS</b>	Shows a lack of interest in making connections based on prior knowledge and experience. Refuses to make an effort..	Demonstrates a lack of understanding of previous skills and musical concepts and fails to ask appropriate questions to further understanding.	Applies previously learned skills and musical concepts or asks appropriate questions seeking further understanding based on prior rehearsals.	Applies skills and musical concepts we learned in previous rehearsals and provides leadership to peers on those skills and concepts.
<b>PRODUCTIVE DURING DOWNTIME</b>	Spends downtime on cell phone or talking to neighbors instead of working toward further achievement.	Occasionally gets distracted and/or distracts others from staying focused on current skill or task.	Finds appropriate ways to continue learning when conductor is focused on other sections of the ensemble.	Finds appropriate ways to continue learning when conductor is focused on other sections of the ensemble. Acts as a leader, modeling silent practice for peers.
<b>USING CORRECT POSTURE</b>	Refuses to use appropriate posture for good music making.	Occasional lapses in appropriate posture for good music making.	Demonstrates appropriate posture for good music making.	Demonstrates appropriate posture for good music making.
<b>MAKING EYE CONTACT</b>	Eye contact remains down on music with the music stand blocking communication.	Occasionally forgets to make eye contact with the conductor and peers.	Makes eye contact with the conductor and peers (when appropriate).	Makes eye contact with the conductor and peers (when appropriate).

<b>HOLDING OTHERS ACCOUNTABLE</b>	Unprepared and causing disruption rather than helping others.	Currently only ready to hold self accountable to expectations.	Assists peers and section members in performing music accurately and coming prepared for rehearsal.	Assists peers and section members in performing music accurately and coming prepared for rehearsal.. Leads sectionals when needed.
<b>MARKING YOUR MUSIC</b>	Refuses to mark music when reminded.	Needs reminders to mark mistakes and important concepts in the music when discussed or corrected in rehearsal.	Marks mistakes and important concepts in the music when discussed or corrected in rehearsal.	Marks mistakes and important concepts in the music when discussed or corrected in rehearsal and politely encourages section members to do the same.
<b>HELPING OTHERS</b>	Refuses to help others.	Lacks the confidence to provide help to others.	Provides assistance to peers when others need help or have questions.	Provides assistance to peers when others need help or have questions and offers to help when observing confusion or other issues.
<b>IDENTIFYING INCORRECT PLAYING/SINGING</b>	Refuses to put in the effort to notice and correct mistakes including notes, rhythms, dynamics, intonation and occasionally purposefully plays incorrectly.	Occasionally notices and corrects mistakes including notes, rhythms, dynamics, intonation.	Notifies and corrects mistakes including notes, rhythms, dynamics, intonation.	Notifies and corrects mistakes including notes, rhythms, dynamics, intonation and shares this information with peers.
<b>ASKING MUSICAL QUESTIONS</b>	Refuses to engage in the music making experience to this extent.	Occasionally asks appropriate questions to improve the musical performance.	Asks appropriate questions to improve the musical performance.	Asks appropriate questions to improve the musical performance having put thought into the composer's/director's intent. Perhaps after listening to other interpretations of the music.
<b>SOLVING PROBLEMS</b>	Refuses to help to solve problems within the section or band.	Helps student leadership solve problems within the section or band with a positive attitude and willingness to assist.	Takes initiative to solve problems within the section or band when asked.	Takes initiative to solve problems within section or band without assistance.



<b>DISPLAYING A POSITIVE ATTITUDE</b>	Refuses to have a positive attitude in rehearsal.	Responds in a positive way to student leadership and teachers.	Sets a positive example for peers and talks about band/choir in a positive way while in rehearsal.	Sets a positive example for peers and talks about band/choir in a positive way at all times.
<b>PLAYING/SINGING WITH GOOD TONE</b>	Refuses to put forth the effort to produce good tone and use appropriate breath support at all times	Occasionally forgets to produce good tone and use appropriate breath support at all times.	Strives to produce good tone and use appropriate breath support at all times.	Strives to produce good tone and use appropriate breath support at all times and helps section members to do this better.
<b>ATTENTIVE TO INTONATION</b>	Refuses to listen for good intonation and shows no interest in learning to improve intonation problems.	Still learning to understand intonation issues and how to correct problems, but asks for assistance.	Makes note of intonation issues, corrects problems or asks for assistance.	Makes note of intonation issues, corrects problems or asks for assistance, and helps peers adjust for intonation issues.

## Sight-Reading Rubric

SIGHT-READING RUBRIC	1 - EMERGING	2- APPROACHES STANDARDS	3-MEETS STANDARDS	4-EXCEEDS STANDARDS/ SHOWS GROWTH
<b>PREPARATION: 1. Play the corresponding scale 2. Clap and count the rhythm 3. Play or sing the exercise once.</b>	Student fails to complete the three preparation steps prior to performance of the sight-reading music.	Student completes two of the three preparation steps before performance of the sight-reading music.	Student completes all of the preparation steps before performance of the sight-reading music.	Student accurately performs all three of the preparation steps before performance of the sight-reading music.
<b>TONE QUALITY</b>	Exhibited some challenges in tone production (e.g., breathy, lack of register consistency, lacking resonance).	Exhibited incidental challenges in tone production (e.g., breathy, lack of register, consistency, lacking resonance in extreme ranges).	Exhibited clear tone production throughout.	Exhibited clear and mature tone production throughout.
<b>INTONATION</b>	Some difficulty maintaining appropriate intervallic relationship with noticeable difficulty controlling intonation across the range of pitches.	Maintained pitch and intonation accuracy throughout the performance with periodic exceptions. (e.g., extreme ranges may suffer and performer fails to adjust).	Accurate and in tune throughout with adjustments made as needed across the ranges of the piece being performed.	Exhibited expressive manipulation of pitch while maintaining appropriate accuracy and and intonation throughout.
<b>ARTICULATION/STICKING</b>	Inconsistent attention to articulation. Percussion - Some rolls/rudiments are incorrect, uneven.	Minor lapses in accurate articulation. Percussion - Some rolls/rudiments are uneven.	Expressive and consistent use of articulation. Percussion - Most rolls/rudiments are correct and evenly executed for this skill level.	Exhibited expressive and controlled use of articulation with attention to nuance. Percussion - All rolls/rudiments are correct for this skill level and precisely executed.
<b>RHYTHM, PULSE AND TEMPO</b>	Performed a majority of the rhythms accurately, but demonstrate some minor difficulties in rhythmic interpretation, steady pulse, and other performance challenges that impacted rhythmic feel. Tempo was not performed as marked.	Performed nearly all rhythms accurately, with minor exceptions, in a consistent and steady pulse for the majority of the performance. Tempo was inaccurate.	Performed all rhythms accurately with a consistent and steady pulse that was easily felt by the performer and listener. Tempo was performed as marked.	Performed all rhythms accurately with a consistent and steady pulse, but with appropriately expressive enhancements. Tempo was performed as marked.

<p><b>NOTE ACCURACY AND TECHNIQUE</b></p>	<p>Several incorrect notes. Several errors in technical passages. Inconsistent hand position.</p>	<p>Infrequent note inaccuracies. Infrequent errors in technique and hand position. Minor issues in technical passages.</p>	<p>Excellent accuracy. Appropriate hand and instrument position.</p>	<p>Outstanding accuracy. Excellent and artistic technical mastery. Appropriate hand and instrument position.</p>
<p><b>INTERPRETATION AND MUSICIANSHIP</b></p>	<p>Some attention to expressive qualities representative of stylistic/composer intent.</p>	<p>Demonstrated appropriate expressive qualities representative of stylistic/composer intent.</p>	<p>Consistent application of appropriate expressive qualities representative of stylistic/composer intent with attention to nuance and sub-phrasing as a means to connect with the listener.</p>	<p>Exhibited insightful expressive qualities representative of stylistic/composer and personal intent with attention to nuance and sub-phrasing as a means to connect with the listener.</p>
<p><b>ERROR RECOVERY</b></p>	<p>Pitches are missed and the key/accidentals are not applied. Dexterity and flexibility are missing resulting in overall lack of clarity and precision.</p>	<p>Pitches are missed and not corrected quickly. Dexterity and flexibility are excellent, but there are often lapses that are not quickly adjusted.</p>	<p>Most pitches are correct, but missed key/accidentals are not corrected quickly. Dexterity and flexibility are excellent, but there are often lapses that are not adjusted quickly.</p>	<p>Most pitches are correct. Missed key/accidentals are corrected quickly. Dexterity and flexibility are nearly flawless with only minor flaws that are adjusted quickly.</p>