



Singing is an important part of music education and as such should be incremental with respect to its teaching. In the primary grades the focus should remain on the child's enjoyment of music and on his/her participation in singing. It is important to remember that a holistic approach to music education deals as much with the spiritual development of the individual as it does with the cognitive. Overemphasis on technique at this age could lessen the child's enjoyment and impede his/her development in this subject. When assessing singing in the primary grades, look for the following:

- Melody:** Melody is defined as the part of the song that is either sung or hummed. It is the whole puzzle; pitch, dynamics and tempo are all pieces of this puzzle. When assessing the child's ability to sing melodically, use the melody provided on the CD as a guide. The child should be able to sing along in a pleasing fashion.
- Pitch:** Pitch deals with highness and lowness of sound. This can be assessed by listening to how accurately the child sings each part of the melody (i.e. how closely it resembles what is heard on the CD).
- Dynamics:** Dynamics deals with the ability of the student to sing softly or loudly at the appropriate places. Once again this is another piece of the whole puzzle. Use the CD as a guide. The important thing to remember is that both the loud and soft voice must remain pleasing and recognizable. Whispering and shouting are not acceptable.
- Tempo:** Tempo deals with the speed of the song (i.e. fast or slow). This is the fourth part of the puzzle. When the student sings, s/he should be singing in time with the accompaniment provided on the CD.



The following appendices have been included to assist teachers in both assessment and evaluation. These rubrics may be used as a form of summative assessment prior to reporting periods, as a guide to assist with formative assessment, or as a means of deriving evaluation strategies. Should the teacher choose, s/he may also assign numerical or letter grade values to each of the levels in order to create an annotated marking guide that s/he may use for evaluation. Rubrics may be used in whole, in part, or combined.



APPENDICES FOR GRADE 3A

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 1	Musical Movement Rubric
Lesson 2	Identifying Musical Elements Rubric
Lesson 6	Music Assignment Rubric (Telephone Activity Sheet) Vocal Assessment Rubric Performance Rubric Group Assignment Rubric Creating Songs Using Musical Elements Rubric
Lesson 7	Assignment Process Rubric or Group Assignment Rubric Identifying Musical Elements Rubric
Lesson 8	Vocal Assessment Rubric Performance Rubric Creating Songs Using Musical Elements Rubric



Musical Movement Rubric

	Level 1	Level 2	Level 3	Level 4
Moving / Performing in Time with the beat	Student is experiencing difficulty. S/he rarely moves or performs in time with the beat.	Student is achieving expectation below grade level. S/he sometimes moves or performs in time with the beat.	Student is achieving expectation with a good level of competency. S/he usually moves or performs in time with the beat.	Student has mastered the expectation of consistently moving or performing in time with the beat.
Distinguishing between Beat and Rhythm	Student is having difficulty discerning between beat and rhythm. S/he is unable to move to, or perform beat and rhythm separately.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs beat and rhythm separately.	Student is achieving expectation with a good level of competency. S/he can usually move to, or perform beat and rhythm separately.	Student is confident distinguishing rhythm from beat and exemplifies this consistently.
Moving to Beat and Rhythm	Student is experiencing difficulty moving to beat and rhythm. S/he rarely moves to, or performs in time with the rhythm.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in time with the rhythm.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in time with the rhythm.	Student has mastered the expectation of moving both consistently and creatively in a flowing and rhythmic manner.
Moving to Dynamics	Student is experiencing difficulty moving dynamically. S/he rarely moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in accordance with the dynamics heard in the music.	Student has mastered the expectation of moving both consistently and creatively in accordance with the dynamics heard in the music.

Identifying Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely identifies dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes identifies dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies dynamics accurately.	Student has mastered the expectation of consistently identifying dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely identifies tempo accurately.	Student is achieving expectation below grade level. S/he sometimes identifies tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies tempo accurately.	Student has mastered the expectation of consistently identifying tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely identifies pitch accurately.	Student is achieving expectation below grade level. S/he sometimes identifies pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies pitch accurately.	Student has mastered the expectation of consistently identifying pitch accurately.
Melody	Student is experiencing difficulty discerning melodic contour. S/he rarely identifies melody accurately.	Student is achieving expectation below grade level. S/he sometimes identifies melody accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies melody accurately.	Student has mastered the expectation of consistently identifying melody accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely identifies mood accurately.	Student is achieving expectation below grade level. S/he sometimes identifies mood accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies mood accurately.	Student has mastered the expectation of consistently identifying mood accurately.



Music Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Task Completion	Student is experiencing difficulty completing tasks with detail and care. Assignments are incomplete.	Student is achieving expectation below grade level. Assignments are complete and sometimes correct with respect to answers provided.	Student is achieving expectation with a good level of competency. Assignments are complete and usually correct with respect to answers provided.	Student has mastered the expectation. Assignments are complete and all answers given are correct, well thought out and researched.
Communicating in Written / Verbal Form	Student is experiencing difficulty communicating in written/verbal form.	Student is achieving expectation below grade level. Ideas are satisfactorily communicated in written/verbal form.	Student is achieving expectation with a good level of competency. Ideas are usually well communicated in written/verbal form.	Student has mastered the expectation. Ideas are consistently communicated in excellent written/verbal form.
Communicating in Pictorial / Representational Form	Student is experiencing difficulty communicating in pictorial/representational form.	Student is achieving expectation. Ideas are satisfactorily communicated in pictorial/representational form.	Student is achieving expectation with a good level of competency. Ideas are usually well communicated in pictorial/representational form.	Student has mastered the expectation. Ideas are consistently communicated in excellent pictorial/representational form.



Vocal Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings the melody correctly.	Student is achieving expectation with a good level of competency. S/he usually sings the melody correctly.	Student has mastered the expectation of consistently singing the melody correctly.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.



Performance Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings melody accurately.	Student is achieving expectation with a good level of competency. S/he usually sings melody accurately.	Student has mastered the expectation of consistently singing melody accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.
Beat	Student is experiencing difficulty discerning beat. S/he rarely performs movements in time with the music.	Student is achieving expectation below grade level. S/he sometimes performs movements in time with the music.	Student is achieving expectation with a good level of competency. S/he usually performs movements in time with the music.	Student has mastered the expectation of consistently performing movements in time with the music.
Ensemble Movement	Student is experiencing difficulty discerning group from solo performance. S/he rarely synchronizes movements with the rest of the group.	Student is achieving expectation below grade level. S/he sometimes synchronizes movements with the rest of the group.	Student is achieving expectation with a good level of competency. S/he usually synchronizes movements with the rest of the group.	Student has mastered the expectation of consistently synchronizing movements with the rest of the group.



Group Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Completion of Assignment	Group is experiencing difficulty completing assigned tasks. Assignments are incomplete and lack detail.	Group is achieving expectation below grade level. Assignments are sometimes complete.	Group is achieving expectation with a good level of competency. Assignments are usually complete.	Group has mastered the expectation of consistently completing assignments with detail
Cooperation within a Group Setting	Group is experiencing difficulty collaborating ideas.	Group is achieving expectation below grade level. Group sometimes collaborates.	Group is achieving expectation with a good level of competency. Group usually collaborates.	Group has mastered the expectation of consistently collaborating in a cooperative and productive manner.
Use of Time on Task	Group is experiencing difficulty focussing on assigned task.	Group is achieving expectation below grade level. Group is sometimes focussed on task.	Group is achieving expectation with a good level of competency. Group is usually focussed on task.	Group has mastered the expectation of consistently focussing on the task at hand.
Use of Musical Elements	Group is experiencing difficulty incorporating the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group is achieving expectation below grade level. Group sometimes incorporates the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group is achieving expectation with a good level of competency. Group usually incorporates the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group has mastered the expectation of consistently incorporating the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.
Presentation	Group is experiencing difficulty with presentation. Presentation is unrehearsed and fragmented.	Group is achieving expectation below grade level. Presentation lacks rehearsal and performance lacks cohesion.	Group is achieving expectation with a good level of competency. Presentation is usually well rehearsed and performance is usually cohesive.	Group has mastered the expectation. Presentation is well rehearsed and flawless.
Originality	Presentations lack originality.	Presentations demonstrate moments of originality.	Presentations are usually original.	Presentations are very creative and original.

Creating Songs Using Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely implements the use of dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of dynamics accurately.	Student has mastered the expectation of consistently implementing the use of dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely implements the use of tempo accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of tempo accurately.	Student has mastered the expectation of consistently implementing the use of tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely implements the use of pitch accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of pitch accurately.	Student has mastered the expectation of consistently implementing the use of pitch accurately.
Rhythm	Student is experiencing difficulty discerning rhythm. S/he rarely implements the use of rhythm accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of rhythm accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of rhythm accurately.	Student has mastered the expectation of consistently implementing the use of rhythm accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely implements the use of mood accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of mood accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of mood accurately.	Student has mastered the expectation of consistently implementing the use of mood accurately.
Melody	Student is experiencing difficulty discerning melody. S/he rarely implements the use of melody accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of melody accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of melody accurately.	Student has mastered the expectation of consistently implementing the use of melody accurately.

Assignment Process Rubric

	Level 1	Level 2	Level 3	Level 4
Completion of worksheet	Student is experiencing difficulty completing assigned tasks. Worksheets are incomplete.	Student is achieving expectation below grade level. Worksheets are sometimes complete.	Student is achieving expectation with a good level of competency. Worksheets are usually complete.	Student has mastered the expectation of consistently completing worksheets.
Quality of Responses	Student is experiencing difficulties responding to questions. Responses are incorrect and rarely meet the criteria.	Student is achieving expectation below grade level. Responses sometimes meet the criteria.	Student is achieving expectation with a good level of competency. Answers are well written and complete.	Student has mastered the expectation. Answers demonstrate excellent insight and the ability to think abstractly.
Participation Within a Group Setting	Student is experiencing difficulty collaborating with others in the group.	Student is achieving expectation below grade level. Student sometimes collaborates with others in the group.	Student is achieving expectation with a good level of competency. Student usually collaborates with others in the group.	Student has mastered the expectation of consistently collaborating with others in the group in a cooperative and productive manner.
Use of Class Time	Student is experiencing difficulty focussing on assigned tasks.	Student is achieving expectation below grade level. Student is sometimes focused on task.	Student is achieving expectation with a good level of competency. Student is usually focussed on task.	Student has mastered the expectation of consistently focussing on the task at hand.



APPENDICES FOR GRADE 3B

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 1	Associating Mood With Music Rubric
Lesson 2	Associating Mood With Music Rubric
Lesson 3	Associating Mood With Music Rubric
Lesson 4	Music Assignment Rubric (Pussy Cat Pussy Cat Booklet Activity) Vocal Assessment Rubric
Lesson 5	Musical Movement Rubric Identifying Musical Elements Rubric Vocal Assessment Rubric
Lesson 6	Identifying Musical Elements Rubric Vocal Assessment Rubric Associating Mood With Music Rubric
Lesson 7	Identifying Musical Elements Rubric
Lesson 8	Identifying Musical Elements Rubric

Associating Mood with Music Rubric

	Level 1	Level 2	Level 3	Level 4
Responding to Music in Pictorial Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in pictorial form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in pictorial form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in pictorial form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in pictorial form supported by what s/he hears in the music.
Responding to Music in Written Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in written form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in written form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in written form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in written form supported by what s/he hears in the music.
Responding to Music in Representational Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in representational form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in representational form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in representational form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in representational form supported by what s/he hears in the music.



Music Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Task Completion	Student is experiencing difficulty completing tasks with detail and care. Assignments are incomplete.	Student is achieving expectation below grade level. Assignments are complete and sometimes correct with respect to answers provided.	Student is achieving expectation with a good level of competency. Assignments are complete and usually correct with respect to answers provided.	Student has mastered the expectation. Assignments are complete and all answers given are correct, well thought out and researched.
Communicating in Written / Verbal Form	Student is experiencing difficulty communicating in written/verbal form.	Student is achieving expectation below grade level. Ideas are satisfactorily communicated in written/verbal form.	Student is achieving expectation with a good level of competency. Ideas are usually well communicated in written/verbal form.	Student has mastered the expectation. Ideas are consistently communicated in excellent written/verbal form.
Communicating in Pictorial / Representational Form	Student is experiencing difficulty communicating in pictorial/representational form.	Student is achieving expectation. Ideas are satisfactorily communicated in pictorial/representational form.	Student is achieving expectation with a good level of competency. Ideas are usually well communicated in pictorial/representational form.	Student has mastered the expectation. Ideas are consistently communicated in excellent pictorial/representational form.



Vocal Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings the melody correctly.	Student is achieving expectation with a good level of competency. S/he usually sings the melody correctly.	Student has mastered the expectation of consistently singing the melody correctly.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.



Musical Movement Rubric

	Level 1	Level 2	Level 3	Level 4
Moving / Performing in Time with the beat	Student is experiencing difficulty. S/he rarely moves or performs in time with the beat.	Student is achieving expectation below grade level. S/he sometimes moves or performs in time with the beat.	Student is achieving expectation with a good level of competency. S/he usually moves or performs in time with the beat.	Student has mastered the expectation of consistently moving or performing in time with the beat.
Distinguishing between Beat and Rhythm	Student is having difficulty discerning between beat and rhythm. S/he is unable to move to, or perform beat and rhythm separately.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs beat and rhythm separately.	Student is achieving expectation with a good level of competency. S/he can usually move to, or perform beat and rhythm separately.	Student is confident distinguishing rhythm from beat and exemplifies this consistently.
Moving to Beat and Rhythm	Student is experiencing difficulty moving to beat and rhythm. S/he rarely moves to, or performs in time with the rhythm.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in time with the rhythm.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in time with the rhythm.	Student has mastered the expectation of moving both consistently and creatively in a flowing and rhythmic manner.
Moving to Dynamics	Student is experiencing difficulty moving dynamically. S/he rarely moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in accordance with the dynamics heard in the music.	Student has mastered the expectation of moving both consistently and creatively in accordance with the dynamics heard in the music.

Identifying Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely identifies dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes identifies dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies dynamics accurately.	Student has mastered the expectation of consistently identifying dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely identifies tempo accurately.	Student is achieving expectation below grade level. S/he sometimes identifies tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies tempo accurately.	Student has mastered the expectation of consistently identifying tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely identifies pitch accurately.	Student is achieving expectation below grade level. S/he sometimes identifies pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies pitch accurately.	Student has mastered the expectation of consistently identifying pitch accurately.
Melody	Student is experiencing difficulty discerning melodic contour. S/he rarely identifies melody accurately.	Student is achieving expectation below grade level. S/he sometimes identifies melody accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies melody accurately.	Student has mastered the expectation of consistently identifying melody accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely identifies mood accurately.	Student is achieving expectation below grade level. S/he sometimes identifies mood accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies mood accurately.	Student has mastered the expectation of consistently identifying mood accurately.

APPENDICES FOR GRADE 3C

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 1	Musical Movement Rubric
Lesson 2	Musical Movement Rubric Identifying Instruments Rubric (Percussion Drawings and Lyric Sheet)
Lesson 3	Identifying Musical Elements Rubric
Lesson 4	Identifying Instruments Rubric Percussion Instrument Rubric
Lesson 5	Identifying Instruments Rubric Percussion Instrument Rubric
Lesson 6	Identifying Instruments Rubric
Lesson 7	Identifying Instruments Rubric Performance Rubric Percussion Instrument Rubric
Lesson 8	Percussion Instrument Rubric
Lesson 9	Identifying Instruments Rubric Performance Rubric
Lesson 10	Identifying Instruments Rubric Performance Rubric Percussion Instrument Rubric
Lesson 11	Identifying Instruments Rubric
Lesson 12	Vocal Assessment Rubric Performance Rubric
Lesson 13	Vocal Assessment Rubric Performance Rubric Percussion Instrument Rubric



Musical Movement Rubric

	Level 1	Level 2	Level 3	Level 4
Moving / Performing in Time with the beat	Student is experiencing difficulty. S/he rarely moves or performs in time with the beat.	Student is achieving expectation below grade level. S/he sometimes moves or performs in time with the beat.	Student is achieving expectation with a good level of competency. S/he usually moves or performs in time with the beat.	Student has mastered the expectation of consistently moving or performing in time with the beat.
Distinguishing between Beat and Rhythm	Student is having difficulty discerning between beat and rhythm. S/he is unable to move to, or perform beat and rhythm separately.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs beat and rhythm separately.	Student is achieving expectation with a good level of competency. S/he can usually move to, or perform beat and rhythm separately.	Student is confident distinguishing rhythm from beat and exemplifies this consistently.
Moving to Beat and Rhythm	Student is experiencing difficulty moving to beat and rhythm. S/he rarely moves to, or performs in time with the rhythm.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in time with the rhythm.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in time with the rhythm.	Student has mastered the expectation of moving both consistently and creatively in a flowing and rhythmic manner.
Moving to Dynamics	Student is experiencing difficulty moving dynamically. S/he rarely moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation below grade level. S/he sometimes moves to, or performs in accordance with the dynamics heard in the music.	Student is achieving expectation with a good level of competency. S/he usually moves to, or performs in accordance with the dynamics heard in the music.	Student has mastered the expectation of moving both consistently and creatively in accordance with the dynamics heard in the music.



Identifying Musical Instruments Rubric

	Level 1	Level 2	Level 3	Level 4
Identifying Instruments by Name	Student is experiencing difficulty identifying instruments by name.	Student is achieving expectation below grade level. S/he sometimes identifies instruments by the correct name. (visually).	Student is achieving expectation with a good level of competency. S/he usually identifies instruments by the correct name. (visually).	Student has mastered the expectation of consistently identifying instruments by the correct name. (visually).
Drawing or Describing Instruments	Student is experiencing difficulty understanding the physical characteristics of instruments. S/he is rarely able to draw or describe instruments.	Student is achieving expectation below grade level. S/he can sometimes draw or describe physical characteristics of instrument with some accuracy.	Student is achieving expectation with a good level of competency. S/he can usually draw or describe physical characteristics of instrument with good accuracy.	Student has mastered the expectation of consistently drawing or describing physical characteristics of instruments with excellent accuracy.
Identifying How Instruments are Played	Student is experiencing difficulty understanding the manner in which individual instruments are played.	Student is achieving expectation below grade level. S/he can sometimes describe with some accuracy the proper technique used in playing individual instruments.	Student is achieving expectation with a good level of competency. S/he can usually distinguish with good accuracy the proper technique used in playing individual instruments.	Student has mastered the expectation of consistently distinguishing with excellent accuracy the proper technique used in playing individual instruments.
Construction of Instruments	Student is experiencing difficulty understanding the construction of particular instruments.	Student is achieving expectation below grade level. S/he can sometimes describe with some accuracy how particular instruments are constructed.	Student is achieving expectation with a good level of competency. S/he can usually describe with good accuracy how particular instruments are constructed.	Student has mastered the expectation of consistently describing with excellent accuracy how particular instruments are constructed.

Identifying Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely identifies dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes identifies dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies dynamics accurately.	Student has mastered the expectation of consistently identifying dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely identifies tempo accurately.	Student is achieving expectation below grade level. S/he sometimes identifies tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies tempo accurately.	Student has mastered the expectation of consistently identifying tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely identifies pitch accurately.	Student is achieving expectation below grade level. S/he sometimes identifies pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies pitch accurately.	Student has mastered the expectation of consistently identifying pitch accurately.
Melody	Student is experiencing difficulty discerning melodic contour. S/he rarely identifies melody accurately.	Student is achieving expectation below grade level. S/he sometimes identifies melody accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies melody accurately.	Student has mastered the expectation of consistently identifying melody accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely identifies mood accurately.	Student is achieving expectation below grade level. S/he sometimes identifies mood accurately.	Student is achieving expectation with a good level of competency. S/he usually identifies mood accurately.	Student has mastered the expectation of consistently identifying mood accurately.



Performance Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings melody accurately.	Student is achieving expectation with a good level of competency. S/he usually sings melody accurately.	Student has mastered the expectation of consistently singing melody accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.
Beat	Student is experiencing difficulty discerning beat. S/he rarely performs movements in time with the music.	Student is achieving expectation below grade level. S/he sometimes performs movements in time with the music.	Student is achieving expectation with a good level of competency. S/he usually performs movements in time with the music.	Student has mastered the expectation of consistently performing movements in time with the music.
Ensemble Movement	Student is experiencing difficulty discerning group from solo performance. S/he rarely synchronizes movements with the rest of the group.	Student is achieving expectation below grade level. S/he sometimes synchronizes movements with the rest of the group.	Student is achieving expectation with a good level of competency. S/he usually synchronizes movements with the rest of the group.	Student has mastered the expectation of consistently synchronizing movements with the rest of the group.



Percussion Instrument Rubric

	Level 1	Level 2	Level 3	Level 4
Technique	Student is experiencing difficulty playing instrument using correct technique. S/he rarely performs using correct technique.	Student is achieving expectation below grade level. S/he sometimes performs using correct technique.	Student is achieving expectation with a good level of competency. S/he usually performs using correct technique.	Student has mastered the expectation of consistently performing using correct technique.
Beat	Student is experiencing difficulty discerning beat. S/he rarely performs on beat with the music.	Student is achieving expectation below grade level. S/he sometimes performs on beat with the music.	Student is achieving expectation with a good level of competency. S/he usually performs on beat with the music.	Student has mastered the expectation of consistently performing on beat with the music.
Rhythm	Student is experiencing difficulty discerning rhythm. S/he rarely sings performs in rhythm with the music.	Student is achieving expectation below grade level. S/he sometimes performs in rhythm with the music.	Student is achieving expectation with a good level of competency. S/he usually performs in rhythm with the music.	Student has mastered the expectation of consistently performing in rhythm with the music.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely performs using soft and loud dynamics appropriately.	Student is achieving expectation below grade level. S/he sometimes performs using soft and loud dynamics appropriately.	Student is achieving expectation with a good level of competency. S/he usually performs using soft and loud dynamics appropriately.	Student has mastered the expectation of consistently performing with appropriate use of soft and loud dynamics.



Vocal Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings the melody correctly.	Student is achieving expectation with a good level of competency. S/he usually sings the melody correctly.	Student has mastered the expectation of consistently singing the melody correctly.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.