Class Practice/Participation/Preparation Rubric

Mr. Smith

Class participation is worth 40% of students’ total class quarter grade in all Music Classes.

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| Category | Excellent  A (4) | Good  B (3) | Needs Improvement C-D (2) | Unsatisfactory  D-F (1) |
| **Making Use**  **Of Time** | Student always enters the classroom in an orderly manner, quickly gets to seat and is ready to begin class. | Student usually enters the classroom in an orderly manner and quickly gets to his/her seat. Student sometimes talks to fellow students and not always ready to begin on time. | Student rarely enters classroom in an orderly manner and gets to his/her seat on time. | Student never enters classroom in an orderly manner, walks around room visiting with other students, and almost never is quiet, ready for class to begin. |
| **Attitude** | Student is always respectful of his or her self, others, and teacher, has a positive attitude, and does not criticize anyone else’s ideas or work. | Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect. | Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner. | Often is critical of the work or ideas of others. Rarely behaves in a respectful manner. |
| **Respect instruments & property** | Student is careful with classroom instruments, and is respectful of all property everyday. | Student is careful with classroom instruments and is mindful of school property, almost everyday. | Student attempts to play instruments without permission and does not take care of school property most of the time. | Student attempts to play instruments without permission and does not take care of school property or the property of others |
| **Focus on Class Work** | Consistently stays focused on in-class work and what needs to be done. Very self-directed. | Focuses on in-class work and what needs to be done most of the time. | Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done. | Rarely focuses on class work and what needs to be done. |
| **Contributions** | Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort. | Usually provides useful ideas when participating in classroom discussion. A strong student whop tries hard. | Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required. | Rarely provides useful ideas when participating in classroom discussion. May refuse to participate. |
| **Preparedness** | Brings needed materials to class and is always ready to work. | Almost always brings needed material to class and is ready to work. | Often brings materials but sometimes needs to borrow. | Seldom brings materials and/or is rarely ready to get to work. |
| **Quality of Work**  **(class work,**  **HW, projects,**  **Performances)** | Provides work of the highest quality that reflects the student’s best efforts. | Provides quality work that reflects an effort from the student. | Work occasionally needs to be redone or does not reflect any time or effort. | Provides work that reflects very little effort or does not turn in any work or participate in performance. |
| **Handbook** | Student is aware of and follows all rules/expectations of the classroom and in the student handbook, such as no food or drink, tardies, uniform, | Student seems to nearly always know and follow classroom and student handbook rules/expectations. | Student has broken a few rules/expectations during this marking period or has made no effort to make him or her self aware of the m. | Student does not follow rules/expectations of classroom or in student handbook. |
| **Behavior** | Student is awake and engaged in class on a daily basis, does not interrupt/distract the class and shows no disruptive behavior. | Student is awake and engaged in class nearly every day, rarely interrupts/distracts the class and shows disruptive behavior. | Student is awake most of the time but has fallen asleep or done nothing for a few classes. Often interrupts/distracts the class and shows disruptive behavior. | Student frequently sleeps, interrupts/distracts and disrupts the class. |
| **Facilitating learning** | Students asks only questions relevant to the topic being discussed. Student remains seated until dismissed by teacher. Student is respectful of other students. | Student occasionally askes questions or makes statements not relevant to current topic and sometimes leaves seat without permission. Student is usually respectful of other students. | Student frequently asks questions or makes statements not relavant to lesson. Student frequently is out of seat without permisson. Student is frequently not respectful of other students. | Student makes no effort to keep focused on the lesson and current topics and is out of seat without permission. Student is disrespectful of other student trying to ask questions. |

Performance Assessment Rubric (Recitals/Concerts)

Mr. Smith

Performances are worth 40% of students’ total class quarter grade in all Music Classes.

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| Category | Excellent  A(4) | Good  B(3) | Needs Improvement C-D(2) | Unsatisfactory  D-F(1) |
| **Tone Quality** | Tone is consistently clear,  focused and centered  throughout the range of the  instrument with regards to the  experience of the performer. | Tone is focused, clear and centered  through the normal playing range of the  instrument with regards to the experience  of the performer. Extremes in range  sometimes cause tone to be less controlled.  Tone quality typically does not detract  from the performance | Tone is often focused, clear and centered,  but sometimes the tone is uncontrolled in  the normal playing range with regards to  the experience of the performer. Extremes  in range are usually uncontrolled.  Occasionally the tone quality detracts from  overall performance. | The tone is often not focused, clear  or centered regardless of the range  being played with regards to the  experience of the performer,  significantly detracting |
| **Note Accuracy** | Notes are consistently  accurate. (0-3 mistakes- at least 90-100% correct notes) | An occasional inaccurate  note is played, but does not  detract from overall  performance. (4-7 mistakes- 80-89% correct notes) | A few inaccurate notes are  played, detracting  somewhat from the overall  performance.(8-51 mistakes- 60-79% correct notes) | Wrong notes consistently  detract from the  performance. (more than 16 mistakes-) |
| **Rhythm** | The beat is secure and the  rhythms are played  accurately. Note durations  are consistently correct. (0-3 mistakes-90-100% correct notes) | The beat is secure and the  rhythms are mostly accurate.  There are a few duration errors,  but these do not detract from  the overall performance. (4-7 mistakes- 80-89% correct notes) | The beat is somewhat erratic. Some  rhythms are accurate. Frequent or repeated duration errors. Rhythm problems detract from the overall performance. .(8-15 mistakes- 60-79% correct notes) | The beat is erratic and  rhythms are seldom  accurate detracting  significantly from the  overall performance.  (more than 16 mistakes) |
| **Musicianship** | The articulations, dynamics,  and style of the music is  performed accurately. The  students posture is correct for  the duration of the  performance. | The articulations, dynamics,  and style of the music is  performed mostly accurately.  The students posture is correct  for most of the performance. | The articulations, dynamics, and  style of the music has been  performed with some errors that are  not accurate to the music being  performed. The students posture is  frequently incorrect. | The articulation, dynamics, and  style of the music being  performed is consistently  inaccurate. The students  posture is incorrect for the  duration of the performance. |
| **Technique** | Coordination,  accuracy, and  flexibility are  excellent.  Demonstrates  thorough knowledge  and command of  technique. | Technical facility is good most of the time. Correct technique is demonstrated most of  the time | Basic problems exist  with technique. Good  technique is only  demonstrated some of  the time. | No understanding of  basic technique. |
| **Dynamics** | Excellent use of  dynamics throughout.  Full dynamic range is  demonstrated. | Good use of dynamics  throughout, with some  lack of dynamic  control. | Limited dynamic  Range. | No dynamic range. |
| **Professionalism** | Appearance/attire and  demeanor  professional. | Appearance/attire and  demeanor within  bounds acceptable for  student performances. | Some unprofessional  elements of behavior,  demeanor, and/or  appearance/attire. | Unprofessional  behavior or demeanor,  and/or unprofessional  appearance/attire. |

Written Assessment Rubric

Mr. Smith

Written work is worth 20% of students’ total class quarter grade in all Music Classes.

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| Category | Excellent  A(4) | Good  B(3) | Needs Improvement C-D(2) | Unsatisfactory  D-F(1) |
| **Correctness** | The student demonstrates a  strong depth of knowledge  of the subject. Few if any  errors exist. (90-100% correct answers) | The student demonstrates a  moderate level of  understanding of the subject. Some errors exist. (80-89% correct answers) | The student demonstrates a  basic level of understanding  of the subject. Errors are  frequent. (60-79% correct answers) | The student demonstrates  little to no understanding of  the subject. Many errors  exist in the work.(0-59% correct answers) |
| **Completeness** | The student turns in work that is fully complete with  all directions having been  accurately followed. | The student turns in mostly  complete work. Some  directions may not have  been followed correctly. | The student turns in work  that is not fully complete.  Directions are frequently  not followed. | The student turns in work  that is not complete.  Directions were not  followed. |
| **Neatness** | The student completes work  in a way that is easy to read  and understand. The document is not damaged. | The student completes work  in a way that is mostly easy  to understand. The  document is not damaged. | The student completes work  in a way that is difficult to  understand. The document  is damaged. | The student completes work  in a way that is not  reasonably understandable.  The document is severely  damaged. |
| **Due Date** | The student turns in the work on or before the date  due. | The student turns in the work one day late. | The student turns in the work two days late. | The student turns in the work more than two days late. |