



Instrumental Music (5-8)

Purpose

The rubrics provide a guide to teachers on how to mark students. This helps with consistency across teachers, although all grading involves some subjectivity. In addition to this broad look, more valuable ongoing assessments are utilized to provide detailed data regarding student progress.

5th Grade Instrumental Music

Statement	Exceeds	Secure	Developing	Beginning
Demonstrates body posture and instrument position	Shows leadership in demonstrating proper body posture and instrument position.	Demonstrates proper body posture and instrument position.	Demonstrates proper body posture and/or instrument position some of the time.	Shows little understanding of proper body posture and instrument position.
Performs tone characteristic to instrument	Performs with a clear, rich and full sound.	Performs with tone that is generally good in most ranges.	Performs with tone quality that is sometimes harsh and/or non-focused.	Performs with a harsh or non-focused tone.
Applies instrument technique	Shows leadership in demonstrating proper instrument specific technique. (ie: Fingering/Slide/Grip, Articulation/Sticking, Pitch Accuracy.)	Demonstrates proper instrument specific technique consistently. (ie: Fingering/Slide/Grip, Articulation/Sticking, Pitch Accuracy.)	Demonstrates proper instrument specific technique some of the time. (ie: Fingering/Slide/Grip, Articulation/Sticking, Pitch Accuracy.)	Shows little understanding of instrument specific technique. (ie: Fingering/Slide/Grip, Articulation/Sticking, Pitch Accuracy.)
Applies rhythmic notation	Shows leadership in reading and performing written rhythms with a steady beat.	Reads and performs written rhythms with a steady beat.	Reads and/or performs written rhythms with some pauses and hesitations.	Reads and/or performs some written rhythms with little accuracy.
Applies melodic notation	Shows leadership in performing music with technical and expressive accuracy.	Reads and performs notes and rests, musical symbols, articulations, and key signatures.	Reads and/or performs notes and rests, musical symbols, articulations, and key signatures.	Reads and/or performs notes and rests, musical symbols, articulations, and key signatures with little accuracy.
Interprets symbols of expression	Shows leadership in performing and interpreting symbols of expression.	Interprets and performs symbols of expression.	Interprets and/or performs symbols of expression some of the time.	Interprets and/or performs symbols of expression with little accuracy.

Performs music within the large group	Shows leadership in performing music accurately within the large group.	Performs music accurately within the large group.	Performs music accurately within the large group some of the time.	Performs music within the large group with with little accuracy.
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The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.

5th Grade Work and Life Skills

Statement	Exceeds	Secure	Developing	Beginning
Respect				
Shows respectful behavior in the band classroom.	I show leadership in modeling respect in the band classroom.	I positively work with others in large group band rehearsals and lessons. I actively participate and follow teacher directions the first time given.	I am working on positively working with others in large group band rehearsals and lessons. I am working on participating and following teacher directions the first time given.	I need to positively work with others in large group band rehearsals and lessons. I need to actively participate and follow directions the first time given.
Responsibility				
Shows responsible behavior in the band classroom.	I show leadership in modeling responsible behavior in the band classroom.	I bring my band instrument and lesson book to lessons and large group band rehearsals. I make time to practice at home and record practice minutes in my lesson book.	I am working on bringing my band instrument and lesson book to lessons and large group band rehearsals. I am working to make time to practice at home and record practice minutes in my lesson book.	I need to bring my band instrument and lesson book to lessons and large group band rehearsals. I need to work on making time to practice at home and record practice minutes in my lesson book.
Safe				
Shows safe behavior in the	I show leadership in modeling safe	I carry my instrument case and hold my assembled instrument	I am working on carrying my instrument case and holding my	I need to carry my instrument case and hold my assembled instrument

band classroom.	behavior in the band classroom.	appropriately. I play only my own instrument.	assembled instrument appropriately. I am working on playing only my own instrument.	appropriately. I need to play only my own instrument.
Caring				
Shows caring behavior in the classroom.	I show leadership in modeling caring behavior in the band classroom.	I help to create a positive atmosphere in band.	I am working to help create a positive atmosphere in band.	I need to help create a positive atmosphere in band.

6th Grade Instrumental Music

Statement	Exceeds	Secure	Developing	Beginning
Produces tone quality.	*Produces a characteristic tone that matches the model.	Produces consistent and controlled tone.	Produces controlled tone and recognizes when they are not producing controlled tone.	Produces inconsistent and uncontrolled tone.
Demonstrates proper posture and position.	*Uses proper posture and position without reminders.	Uses proper posture and position with occasional reminders.	Uses proper posture and position with reminders.	Uses improper posture and position.
Applies proper technique.	*Uses proper technique (i.e. dexterity, velocity, mechanics) that matches the modeled technique.	Uses proper technique (i.e. dexterity, velocity, mechanics) similar to the modeled technique.	Exhibits inconsistent technique (i.e. dexterity, velocity, mechanics).	Exhibits difficulty using proper technique (i.e. dexterity, velocity, mechanics).
Applies rhythmic notation.	*Performs, reads, claps, and counts rhythms out loud.	Performs written rhythms with a steady beat.	Performs written rhythms with some pauses and hesitations.	Inconsistently performs rhythms.
Performs melodic notation.	*Performs and names notes for the full range of the instrument.	Performs and names notes correctly within the staff.	Performs and names notes inconsistently.	Does not perform and name notes.
Interprets musical symbols and terms.	*Performs and interprets musical symbols at a grade 3 level.	Performs and interprets musical symbols at grade level.	Performs and interprets musical symbols inconsistently.	Does not interpret musical symbols.
Analyze and reflect upon musical performance.	*Offers complex and detailed assessment of music.	Offers general concepts when assessing music.	Offers obvious observations when assessing music. i.e. loud, soft	Offers incomplete thoughts when assessing music.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

7th Grade Instrumental Music

Statement	Exceeds	Secure	Developing	Beginning
Produces tone quality.	*Produces a characteristic tone that matches the model.	Produces consistent and controlled tone.	Produces controlled tone and recognizes when they are not producing controlled tone.	Produces inconsistent and uncontrolled tone.
Demonstrates proper posture and position.	*Uses proper posture and position without reminders.	Uses proper posture and position with occasional reminders.	Uses proper posture and position with reminders.	Uses improper posture and position.
Applies proper technique.	*Uses proper technique (i.e. dexterity, velocity, mechanics) that matches the modeled technique.	Uses proper technique (i.e. dexterity, velocity, mechanics) similar to the modeled technique.	Exhibits inconsistent technique (i.e. dexterity, velocity, mechanics).	Exhibits difficulty using proper technique (i.e. dexterity, velocity, mechanics).
Applies rhythmic notation.	*Performs, reads, claps, and counts rhythms out loud.	Performs written rhythms with a steady beat.	Performs written rhythms with some pauses and hesitations.	Inconsistently performs rhythms.
Performs melodic notation.	*Performs and names notes for the full range of the instrument.	Performs and names notes correctly within the staff.	Performs and names notes inconsistently.	Does not perform and name notes.
Interprets musical symbols and terms.	*Performs and interprets musical symbols at a grade 4 level.	Performs and interprets musical symbols at grade level.	Performs and interprets musical symbols inconsistently.	Does not interpret musical symbols.
Analyze and reflect upon musical performance.	*Offers complex and detailed assessment of music.	Offers general concepts when assessing music.	Offers obvious observations when assessing music. i.e. loud, soft	Offers incomplete thoughts when assessing music.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*

8th Grade Instrumental Music

Statement	Exceeds	Secure	Developing	Beginning
Produces tone quality.	*Produces a characteristic tone that matches the model.	Produces consistent and controlled tone.	Produces controlled tone and recognizes when they are not producing controlled tone.	Produces inconsistent and uncontrolled tone.
Demonstrates proper posture and position.	*Uses proper posture and position without reminders.	Uses proper posture and position with occasional reminders.	Uses proper posture and position with reminders.	Uses improper posture and position.
Applies proper technique.	*Uses proper technique (i.e. dexterity, velocity, mechanics) that matches the modeled technique.	Uses proper technique (i.e. dexterity, velocity, mechanics) similar to the modeled technique.	Exhibits inconsistent technique (i.e. dexterity, velocity, mechanics).	Exhibits difficulty using proper technique (i.e. dexterity, velocity, mechanics).
Applies rhythmic notation.	*Performs, reads, claps, and counts rhythms out loud.	Performs written rhythms with a steady beat.	Performs written rhythms with some pauses and hesitations.	Inconsistently performs rhythms.
Performs melodic notation.	*Performs and names notes for the full range of the instrument.	Performs and names notes correctly within the staff.	Performs and names notes inconsistently.	Does not perform and name notes.
Interprets musical symbols and terms.	*Performs and interprets musical symbols at a grade 5 level.	Performs and interprets musical symbols at grade level.	Performs and interprets musical symbols inconsistently.	Does not interpret musical symbols.
Analyze and reflect upon musical performance.	*Offers complex and detailed assessment of music.	Offers general concepts when assessing music.	Offers obvious observations when assessing music. i.e. loud, soft	Offers incomplete thoughts when assessing music.

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*