

RMHS Instrumental Music Rubric

OBJECTIVE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING	INSUFFICIENT
Tone Quality	Student demonstrates a full, rich, and vibrant tone through all registers, articulations, and dynamics that seamlessly enhances an artistic performance.	Student demonstrates characteristic tone quality appropriate to musical context.	Student demonstrates basic tone quality that has minimal depth or vibrancy.	Student demonstrates an inconsistent understanding of characteristic tone quality.	Lack of evidence to demonstrate understanding.
	Notes:				
Intonation	Student demonstrates accurate intonation through all registers and dynamics with a clear understanding of intonation tendency through instantaneous corrections.	Student demonstrates accurate intonation.	Student demonstrates acceptable intonation with some breakdowns.	Student demonstrates an inconsistent understanding of accurate intonation.	Lack of evidence to demonstrate understanding.
	Notes:				
Balance & Blend	Student demonstrates excellent ensemble awareness through highly refined melodic and harmonic balance. Individual tones are expertly blended together into a characteristic ensemble sound.	Student demonstrates effective balance and blend through active support of prominent melodic and harmonic material.	Student demonstrates awareness of balance and blend with minor breakdowns in difficult or technical passages.	Student demonstrates inconsistent understanding of balance and blend.	Lack of evidence to demonstrate understanding.
	Notes:				
Musicality, Interpretation, Expression, and Style	Student demonstrates a seamless and intentional application of style, phrase shape and direction, articulation, and dynamics that enhance an artistic performance.	Student demonstrates intentional style, phrasing, articulation, and dynamic appropriate to the musical context.	Student attempts style, phrasing, articulation, and/or dynamic contrast with minimal success.	Student demonstrates an inconsistent understanding of the elements of musicality and expression.	Lack of evidence to demonstrate understanding.
	Notes:				
Technique & Facility	Performance reflects clarity, ease, efficiency, and refinement due to coordination of mechanical elements that consistently enhances an artistic performance.	Student demonstrates clarity of articulation consistent with notation. No issues impacting facility on the instrument.	Student demonstrates articulation with inconsistent execution. Some facility issues, limiting efficiency or speed.	Student demonstrates an inconsistent understanding of articulation. Significant issues with ease and/or efficiency.	Lack of evidence to demonstrate understanding.
	Notes:				

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Rhythm	Student demonstrates control and understanding or rhythmic elements that seamlessly enhance an artistic performance.	Student demonstrates consistently accurate rhythmic performance.	Student demonstrates understanding of rhythmic patterns with minor breakdowns in precision.	Student demonstrates inconsistent understanding of rhythmic patterns.	Lack of evidence to demonstrate understanding.
	Notes:				
Tempo	Student demonstrates total mastery and integration of the metronome into their performance.	Student demonstrates steady tempo at the indicated markings. Consistently with the metronome when used.	Student demonstrates steady tempo most of the time and is not performing at the indicated tempo. Usually with the metronome when used.	Student demonstrates inconsistent understanding of steady tempo. Rarely with a metronome when used.	Lack of evidence to demonstrate understanding. No metronome is used.
	Notes:				
Pitch Accuracy	Student demonstrates no errors to written pitches.	Student's performance includes very few errors to written pitches.	Student demonstrates frequent errors to written pitches.	Student demonstrates an inconsistent understanding of written pitch notation.	Lack of evidence to demonstrate understanding.
	Notes:				
Posture & Instrument Position	Student demonstrates posture and instrument carriage that seamlessly enhance an artistic performance.	Student demonstrates appropriate/functional posture and instrument position.	Student demonstrates posture and instrument that is basically correct with breakdowns in mobility and/or functionality.	Student demonstrates inconsistent understanding of posture and/or instrument position.	Lack of evidence to demonstrate understanding.
	Notes:				
Counting	N/A	Student clearly articulates correct vocal counting pattern throughout performance.	Student speaks correct vocal counting pattern with some breakdowns in clarity or continuity.	Student demonstrates inconsistent understanding of vocal counting patterns.	Lack of evidence to demonstrate understanding.
	Notes:				
Conducting	N/A	Student accurately performs beat pattern with fluidity, ease, and clarity.	Student demonstrates understanding of effective conducting with minor breakdowns.	Student demonstrates inconsistent understanding of conducting technique.	Lack of evidence to demonstrate understanding.
	Notes:				
Responding: Written Claim	The text introduces a precise claim that is clearly arguable and takes an identifiable position on an issue. The text has an effective structure and organization that is aligned with the claim.	The text introduces a claim that is arguable and takes a position. The text has a structure and organization that is aligned with the claim.	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text contains an unidentifiable claim or vague position. The text has limited structure and organization	Lack of evidence to demonstrate understanding.
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Responding: Written Evidence	The text provides sufficient and relevant data and evidence to back up the claim and addresses counterclaims fairly. The conclusion effectively reinforces the claim and evidence.	The text provides sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion ties to the claim and evidence.	The text provides data and evidence that attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	The text contains limited data and evidence related to the claim and counterclaims or lacks counterclaims. The text may fail to conclude the argument or position.	Lack of evidence to demonstrate understanding.
	Notes:				
Responding: Written Style and Conventions	The text presents an appropriate and formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.).	The text presents a formal, objective tone. The text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.).	The text illustrates a limited awareness of formal tone. The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text illustrates a limited awareness or inconsistent tone. The text illustrates inaccuracy in standard English conventions of usage and mechanics.	Lack of evidence to demonstrate understanding.
	Notes:				
Responding: Verbal	Student demonstrates highly refined understanding of the material through articulate verbal response that makes use of specific technical language citing specific evidence for their claim.	Student demonstrates understanding of the material through verbal responses that includes some specific technical language and/or specific citations of evidence for their claim.	Student demonstrates understanding of the material through verbal response that uses colloquial language. Response does not include technical language or specific citations of evidence for their claim.	Student demonstrates inconsistent understanding of the material, technical language, or citations through verbal response.	Lack of evidence to demonstrate understanding.
	Notes:				
Creating	Student demonstrates a highly unique integration of concepts and skills to fulfill the guidelines in an entirely new way.	Student demonstrates understanding and application of concepts within the given guidelines.	Student demonstrates understanding or application and incompletely fulfills the guideline.	Student demonstrates inconsistent understanding and is not able to fulfill the guidelines of the assignment.	Lack of evidence to demonstrate understanding.
	Notes:				