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| **Category** | **10** | **8** | **6** | **4** | **2** | **0** |
| **Music Notes** | All the proper notes are used including G, A, B, High C, and High D of the Treble Clef. All notes are placed on the correct line or space. | 3/4 or 75% of the proper notes are used. 3/4 or 75% of the notes are placed on the correct line or space. | Only half or 50% of the proper notes are used. Half (50%) of the notes are placed on the correct line or space. | Less than half (50%) of the proper notes are used. Most of the notes are placed on the wrong line or space. | Only 1/4 (25%) of the right notes are used. Most of the notes are placed on the wrong line or space. Students repeats the same notes over and over. | None of the correct notes are used. Student repeats the same note over and over. All the notes are placed on the wrong line or space. |
| **Rhythm** | All measures have the correct number of beats and a variety of rhythms are used including the Half Note, Quarter, eighth, quarter rest, and half rest. | 3/4 or 75% of measures have the correct number of beats and a variety of rhythms are used. | 1/2 or 50% of the measures have the correct number of beats. Rhythms are somewhat basic and many rhythms are repeated. | Under half (less than 50%) of the measures have the correct number of beats. Rhythms are very basic and do not expand beyond quarter notes and rests. | Only 1/4 (25%) of the measures have the correct number of beats. Rhythms are very basic and do not expand beyond quarter notes. | None of the measures have the correct number of beats. |
| **Musical Score** | Music Score is very neat and all required elements are included: Song Title, Composer Name, Clef Sign, and Time Signature. | Music Score is neat but one of the elements is missing. | Music score is legible but two of the required elements are missing. | Music Score is messy and three of the required elements are missing. | Music score is illegible and all of the required elements are missing or labeled incorrectly. | Music score is illegible and all of the required musical score elements are missing. |
| **Recording** | The song was played without any stops or unnecessary pauses. The student played all the correct notes and rhythms. | The song was played with a few stops or unnecessary pauses. The student played most the correct notes and rhythms with a few mistakes. | The song was played with many stops or unnecessary pauses. The student only played 3/4 (75%) of the correct notes & rhythms. | The song was played with many stops or unnecessary pauses. The student played only half (50%) of the correct notes and rhythms. | The song was played with a lot of stops or unnecessary pauses. The student only played 1/4 (25%) of the correct notes & rhythms. | The song was played with a lot of stops or unnecessary pauses. The student didn't play any of the correct notes & rhythms. |
| **Critiquing** | Student critiques all 3 of their required classmates on time. | Student completes all 3 critiques but late. | Student completes 2 critiques and on time. | Student only completes 1 or 2 critique but they are late. | Student only completes 1 critique and it is late. | Student does not complete any of the critiques. |
| **Quality of Information** | The student completes 3 responses and they all include new information. | The student completes 2 responses and they both include new information. | The student completes 2 responses but only 1 includes new information. | The student only completes 1 response that includes new information. | The student only completes 1 response but it does not include new information. | The student completes zero responses or no responses include new information. |
| **Use of Musical Terms/Language** | Student uses all of the musical terms learned throughout the school year in their critiques. Student uses musical language throughout their critique. | Student uses a lot of musical terms learned throughout the year but not all. Student uses musical language throughout their critique. | Student uses some of the learned musical terms. Musical language is used but not throughout the critique. | Student uses a few musical terms but not always correctly. Musical language is hardly used at all. | Students uses very few musical terms. Musical language is used incorrectly and very minimal. | Student uses no musical terms or musical language in their critiques. |
| **Grammar** | Student uses correct punctuation, capitalization, grammar, and sentence form. | The student has minimal errors (less than 5) in punctuation, capitalization, grammar, and sentence form. | The student has several errors (6-10) in punctuation, capitalization, grammar, and sentence form. | The critique has multiple errors (11-15) in punctuation, capitalization, grammar, and sentence form. | The student has a lot of errors (15+) in punctuation, capitalization, grammar, and sentence form. | Posts are unavailable to grade (not completed) or the writing form is unacceptable. |
| **Form Opinions about Music** | Student is able to compare/contrast musical selections and support opinions about music choices with valid criteria. | Student expresses valid opinions about the music and supports opinions with valid criteria. | Student expresses valid opinions about music and but has trouble supporting his/her opinions with valid criteria. | Student expresses a few opinions about the music but has little support. | Student may have an opinion about music, but is unable to support it with valid criteria. | Student has no opinion about the music and/or is unable to support their opinions. |
| **Connecting Music to Daily Life** | Student is able to connect music they have heard and created to music they hear in their daily life with no issues. | Student is able to connect music they have heard and created to music they hear in their daily life with a few issues. | Student is able to connect music they have heard and created to music they hear in their daily life with a few issues. | Student is sort of able to connect the music to music they hear in their daily life but struggles to write more than a couple of sentences. | Student is kind of able to connect the music to their daily life but they have no valid support. | Student is unable to connect music they have heard and created to music they hear in their daily life. |