

Sample #10: Rubric for Music Composition (Grade 5)

Criterion	Indicator	Rating	Rationale (use words and phrases from the <i>Rubric for Rubrics</i>)
Coverage/ Organization	1A: Covers the Right Content	5	<ul style="list-style-type: none"> Reflects important music content standards and has the “ring of truth.”
	1B: Criteria Are Well Organized	4	<ul style="list-style-type: none"> This rubric might profitably be divided into more than two criteria (traits). The trait of <i>Organization of Musical Ideas</i> seems to cover more than one dimension of a good performance. For example, might “makes musical sense” be an indicator of a different dimension of performance than “engages the listener?”
	1C: Number of Levels Fits Targets and Uses	4	<ul style="list-style-type: none"> Three levels might be too few for the complexity of the performance to be demonstrated. Students’ compositions may fall between two score points because several characteristics have to be weighed together. A five-point rubric might better accommodate weighing the strengths and weaknesses of each indicator.
Clarity	2A: Levels Defined Well	5	<ul style="list-style-type: none"> There is good descriptive detail and few vague words.
	2B: Levels Parallel	3	<ul style="list-style-type: none"> The levels are mostly parallel, but it seems that in <i>Organization of Musical Ideas</i> there are some indicators at one level that should be included in the other levels. For example: “audience response” is included at the Proficient and Beginning levels, but not at the Developing level. Ease of performance is included at the Beginning level, but not at the others? Is “leaves the listener with a sense of completion” at the Proficient level adequately represented at the other levels?