The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: PERFORM

PERFORM: FOUNDATION	l P1: Select, analyze, and in	terpret artistic work for pe	erformance				
STANDARD	1	2	3	4	5	6*	7*
K.GM.P1.A	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) explores and	guidance) explores and	explores and experiences	guidance) explores and	guidance) explores and	growth from the Level 5	of growth from the Level 5
	experiences music	experiences music	music concepts such as	experiences music	experiences music	criteria descriptor for this	criteria descriptor for this
	concepts such as pitch,	concepts such as pitch,	pitch, rhythms, vocal	concepts such as pitch,	concepts such as pitch,	particular grade- or course	particular grade- or course-
	rhythms, vocal timbres,	rhythms, vocal timbres,	timbres, movement,	rhythms, vocal timbres,	rhythms, vocal timbres,	level expectation.	level expectation.
	movement, musical	movement, musical	musical contrasts,	movement, musical	movement, musical		
	contrasts, textures,	contrasts, textures,	textures, sequence, and	contrasts, textures,	contrasts, textures,		
	sequence, and ways to	sequence, and ways to	ways to define music.	sequence, and ways to	sequence, and ways to		
	define music.	define music.		define music.	define music.		
K.GM.P1.B	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) using voices,	guidance) using voices,	using voices, instruments,	guidance) using voices,	guidance) using voices,	growth from the Level 5	of growth from the Level 5
	instruments, or	instruments, or	or movement, explores	instruments, or	instruments, or	criteria descriptor for this	criteria descriptor for this
	movement, explores and	movement, explores and	and demonstrates	movement, explores and	movement, explores and	particular grade- or course	particular grade- or course-
	demonstrates awareness	demonstrates awareness	awareness of music	demonstrates awareness	demonstrates awareness	level expectation.	level expectation.
	of music contrasts* in a	of music contrasts* in a	contrasts* in a variety of	of music contrasts* in a	of music contrasts* in a		
	variety of music selected	variety of music selected	music selected for	variety of music selected	variety of music selected		
	for performance.	for performance.	performance.	for performance.	for performance.		
K.GM.P1.C	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) using voices,	guidance) using voices,	using voices, instruments,	guidance) using voices,	guidance) using voices,	growth from the Level 5	of growth from the Level 5
	instruments, or	instruments, or	or movement,	instruments, or	instruments, or	criteria descriptor for this	criteria descriptor for this
	movement, demonstrates	movement, demonstrates	demonstrates awareness	movement, demonstrates	movement, demonstrates	particular grade- or course	particular grade- or course-
	awareness of expressive	awareness of expressive	of expressive qualities	awareness of expressive	awareness of expressive	level expectation.	level expectation.
	qualities (such as voice	qualities (such as voice	(such as voice quality,	qualities (such as voice	qualities (such as voice		
	quality, dynamics, or	quality, dynamics, or	dynamics, or tempo).	quality, dynamics, or	quality, dynamics, or		
	tempo).	tempo).		tempo).	tempo).		
1.GM.P1.A	Insufficiently (with limited	Inconsistently (with limited	Sufficiently (with limited	Exceptionally (with limited	Masterfully (with limited	Demonstrates one level of	
	guidance) demonstrates	guidance) demonstrates	guidance) demonstrates	guidance) demonstrates	guidance) demonstrates	growth from the Level 5	of growth from the Level 5
	and discusses personal	and discusses personal	and discusses personal	and discusses personal	and discusses personal	criteria descriptor for this	criteria descriptor for this
	interest in, knowledge	interest in, knowledge	interest in, knowledge	interest in, knowledge	interest in, knowledge	particular grade- or course	particular grade- or course
	about, and purpose of	about, and purpose of	about, and purpose of	about, and purpose of	about, and purpose of	level expectation.	level expectation.
	varied musical selections.	varied musical selections.	varied musical selections.	varied musical selections.	varied musical selections.		

1.GM.P1.B	Insufficiently (with limited guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	knowledge of music concepts in music from a	guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a	Exceptionally (with limited guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	guidance) using voices, instruments, or	particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
1.GM.P1.C	Insufficiently demonstrates and describes music's expressive qualities (such as dynamics and tempo).	Inconsistently demonstrates and describes music's expressive qualities (such as dynamics and tempo).	Sufficiently demonstrates and describes music's expressive qualities (such as dynamics and tempo).	Exceptionally demonstrates and describes music's expressive qualities (such as dynamics and tempo).	Masterfully demonstrates and describes music's expressive qualities (such as dynamics and tempo).	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
1.GM.P1.D	Insufficiently analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.	Inconsistently analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.	performs rhythmic patterns with voice, body percussion, and/or	Exceptionally analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.	Masterfully analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments, using iconic or standard notation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.P1.A	in, knowledge about, and	Inconsistently demonstrates and explains personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).	and explains personal interest in, knowledge about, and purpose of	Exceptionally demonstrates and explains personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).	Masterfully demonstrates and explains personal interest in, knowledge about, and purpose of varied musical selections (such as performing songs and dances from various cultures and historical periods).	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
2.GM.P1.B	instruments, or movement, demonstrates knowledge of music	knowledge of music concepts in music from a	Sufficiently using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	instruments, or movement, demonstrates knowledge of music concepts in music from a	Masterfully using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

2.GM.P1.C	Insufficiently demonstrates understanding of music's expressive qualities and how creators use them to convey expressive intent.	Inconsistently demonstrates understanding of music's expressive qualities and how creators use them to convey expressive intent.	Sufficiently demonstrates understanding of music's expressive qualities and how creators use them to convey expressive intent.	Exceptionally demonstrates understanding of music's expressive qualities and how creators use them to convey expressive intent.	Masterfully demonstrates understanding of music's expressive qualities and how creators use them to convey expressive intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
2.GM.P1.D	Insufficiently analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.	Inconsistently analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.	Sufficiently analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.	Exceptionally analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.	Masterfully analyzing selected music, reads and performs rhythmic patterns with voice, body percussion, and/or instruments using iconic or standard notation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.P1.A	Insufficiently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Inconsistently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Sufficiently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Exceptionally demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	Masterfully demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.P1.B	music (such as rhythm or	Inconsistently demonstrates understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.	Sufficiently demonstrates understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.	Exceptionally demonstrates understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.	Masterfully demonstrates understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.P1.C	Insufficiently describes how context (such as personal and social) can inform a performance.	Inconsistently describes how context (such as personal and social) can inform a performance.	Sufficiently describes how context (such as personal and social) can inform a performance.	Exceptionally describes how context (such as personal and social) can inform a performance.	Masterfully describes how context (such as personal and social) can inform a performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.P1.D	Insufficiently analyzing selected music, reads and performs rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.	Inconsistently analyzing selected music, reads and performs rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.	Sufficiently analyzing selected music, reads and performs rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.	Exceptionally analyzing selected music, reads and performs rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.	Masterfully analyzing selected music, reads and performs rhythmic patterns and/or melodic phrases with voice, body percussion, and/or instruments, using iconic or standard notation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

4.GM.P1.A	of music to perform is influenced by personal interest, knowledge,	Inconsistently demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	perform is influenced by personal interest, knowledge, context, and	Exceptionally demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	perform is influenced by personal interest, knowledge, context, and	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.GM.P1.B		Inconsistently demonstrates understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.		Exceptionally demonstrates understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.		growth from the Level 5 criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.GM.P1.C	Insufficiently explains how context (such as social and cultural) informs a performance.	Inconsistently explains how context (such as social and cultural) informs a performance.	Sufficiently explains how context (such as social and cultural) informs a performance.	Exceptionally explains how context (such as social and cultural) informs a performance.	Masterfully explains how context (such as social and cultural) informs a performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.P1.D	Insufficiently analyzing selected music, reads and performs using standard notation (including treble clef) with voice, body percussion, and/or instruments.	Inconsistently analyzing selected music, reads and performs using standard notation (including treble clef) with voice, body percussion, and/or instruments.	Sufficiently analyzing selected music, reads and performs using standard notation (including treble clef) with voice, body percussion, and/or instruments.	Exceptionally analyzing selected music, reads and performs using standard notation (including treble clef) with voice, body percussion, and/or instruments.	Masterfully analyzing selected music, reads and performs using standard notation (including treble clef) with voice, body percussion, and/or instruments.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.P1.A	of music to perform is influenced by personal interest, knowledge,	Inconsistently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	perform is influenced by personal interest, knowledge, context, and	of music to perform is influenced by personal interest, knowledge,	Masterfully demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
5.GM.P1.B	music (such as rhythm,	Inconsistently demonstrates understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	Sufficiently demonstrates understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	Exceptionally demonstrates understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	Masterfully demonstrates understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.P1.C	Insufficiently explains how context (such as social, cultural, and historical) informs performances.	Inconsistently explains how context (such as social, cultural, and historical) informs performances.	Sufficiently explains how context (such as social, cultural, and historical) informs performances.	Exceptionally explains how context (such as social, cultural, and historical) informs performances.	Masterfully explains how context (such as social, cultural, and historical) informs performances.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
5.GM.P1.D	Insufficiently analyzing selected music, reads and performs using standard notation in treble clef with voice, body percussion, and/or instrument.	Inconsistently analyzing selected music, reads and performs using standard notation in treble clef with voice, body percussion, and/or instrument.	Sufficiently analyzing selected music, reads and performs using standard notation in treble clef with voice, body percussion, and/or instrument.	performs using standard	Masterfully analyzing selected music, reads and performs using standard notation in treble clef with voice, body percussion, and/or instrument.	growth from the Level 5	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.P1.A	Insufficiently applies teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explains why each was chosen.	Inconsistently applies teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explains why each was chosen.	Sufficiently applies teacher provided criteria for selecting music to perform for a specific purpose and/or context and explains why each was chosen.	teacher-provided criteria for selecting music to perform for a specific purpose and/or context	Masterfully applies teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explains why each was chosen.	growth from the Level 5	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.P1.B	Insufficiently explains how understanding the structure and the elements of music are used in music selected for performance.	Inconsistently explains how understanding the structure and the elements of music are used in music selected for performance.	Sufficiently explains how understanding the structure and the elements of music are used in music selected for performance.	structure and the elements of music are	understanding the structure and the elements of music are	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.P1.C	Insufficiently performs a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Inconsistently performs a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Sufficiently performs a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style,	Masterfully performs a selected piece of music, demonstrating how interpretations of the elements of music and the expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.GM.P1.A	collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific	Inconsistently applies collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	Sufficiently applies collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	Exceptionally applies collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	Masterfully applies collaboratively-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.P1.B	demonstrates the structure of contrasting pieces of music selected	Inconsistently explains and demonstrates the structure of contrasting pieces of music selected for performance and how elements of music are used.	Sufficiently explains and demonstrates the structure of contrasting pieces of music selected for performance and how elements of music are used.	Exceptionally explains and demonstrates the structure of contrasting pieces of music selected for performance and how elements of music are used.	Masterfully explains and demonstrates the structure of contrasting pieces of music selected for performance and how elements of music are used.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.P1.C	Insufficiently analyzes selected music, reads and identifies by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	identifies by name or	Sufficiently analyzes selected music, reads and identifies by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	Exceptionally analyzes selected music, reads and identifies by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	identifies by name or	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.P1.D	how cultural and historical context inform performances and result	Inconsistently identifies how cultural and historical context inform performances and result in different music interpretations.	Sufficiently identifies how cultural and historical context inform performances and result in different music interpretations.	Exceptionally identifies how cultural and historical context inform performances and result in different music interpretations.	Masterfully identifies how cultural and historical context inform performances and result in different music interpretations.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.P1.E	as dynamics, tempo,	Inconsistently performs contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Sufficiently performs contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Exceptionally performs contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Masterfully performs contrasting pieces of music demonstrating how interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing) convey intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

8.GM.P1.A	personally-developed criteria for selecting music of contrasting styles for a	Inconsistently applies personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	personally-developed	Exceptionally applies personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	Masterfully applies personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and, after discussion, identifies expressive qualities, technical challenges, and reasons for choices.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.P1.B	Insufficiently compares the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	Inconsistently compares the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	Sufficiently compares the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	Exceptionally compares the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	Masterfully compares the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.P1.C	in treble or bass clef	in treble or bass clef simple rhythmic, melodic,	in treble or bass clef simple rhythmic, melodic,	Exceptionally analyzes selected music, sight reads in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	Masterfully analyzes selected music, sight reads in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.P1.D	Insufficiently identifies how cultural and historical context informs performances and results in different music effects.	Inconsistently identifies how cultural and historical context informs performances and results in different music effects.	Sufficiently identifies how cultural and historical context informs performances and results in different music effects.	Exceptionally identifies how cultural and historical context informs performances and results in different music effects.	Masterfully identifies how cultural and historical context informs performances and results in different music effects.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.P1.A	Insufficiently researches sound sources and artistic repertoire using technology and other available resources.	Inconsistently researches sound sources and artistic repertoire using technology and other available resources.	Sufficiently researches sound sources and artistic repertoire using technology and other available resources.	Exceptionally researches sound sources and artistic repertoire using technology and other available resources.	Masterfully researches sound sources and artistic repertoire using technology and other available resources.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.P1.B	Insufficiently applies criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.	Inconsistently applies criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.	Sufficiently applies criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.	Exceptionally applies criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.	Masterfully applies criteria to select appropriate repertoire from varied genres, cultures, and styles suitable for presentation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

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HS.GM.P1.C	Insufficiently defends and	Inconsistently defends and	Sufficiently defends and	Exceptionally defends and	Masterfully defends and	Demonstrates one level of	Demonstrates two levels
	describes repertoire	describes repertoire	describes repertoire	describes repertoire	describes repertoire	growth from the Level 5	of growth from the Level 5
	choices using appropriate	choices using appropriate	choices using appropriate	choices using appropriate	choices using appropriate	criteria descriptor for this	criteria descriptor for this
	musical vocabulary.	musical vocabulary.	musical vocabulary.	musical vocabulary.	musical vocabulary.	particular grade- or course-	particular grade- or course-
						level expectation.	level expectation.

PERFORM: FOUNDATION	l P2: Develop and refine art	istic techniques and work	for performance				
STANDARD	1	2	3	4	5	6*	7*
K.GM.P2.A	Insufficiently (with guidance) applies feedback to refine performances.	Inconsistently (with guidance) applies feedback to refine performances.	Sufficiently (with guidance) applies feedback to refine performances.		Masterfully (with guidance) applies feedback to refine performances.	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
K.GM.P2.B	Insufficiently (with guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	I '	music (such as voice quality, dynamics, or	guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as	strategies in rehearsal to improve the expressive	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
1.GM.P2.A	Insufficiently (with limited guidance) applies feedback to refine performances.	Inconsistently (with limited guidance) applies feedback to refine performances.	guidance) applies	Exceptionally (with limited guidance) applies feedback to refine performances.	Masterfully (with limited guidance) applies feedback to refine performances.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
1.GM.P2.B	guidance) uses suggested strategies in rehearsal to improve the expressive	Inconsistently (with limited guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).	Sufficiently (with limited guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).	guidance) uses suggested strategies in rehearsal to improve the expressive	Masterfully (with limited guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.P2.A	Insufficiently applies established criteria to judge student rehearsal and/or performance.	Inconsistently applies established criteria to judge student rehearsal and/or performance.		Exceptionally applies established criteria to judge student rehearsal and/or performance.	Masterfully applies established criteria to judge student rehearsal and/or performance.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

2.GM.P2.B	Insufficiently rehearses, identifies, and applies strategies to address performance challenges.	Inconsistently rehearses, identifies, and applies strategies to address performance challenges.	Sufficiently rehearses, identifies, and applies strategies to address performance challenges.	Exceptionally rehearses, identifies, and applies strategies to address performance challenges.	Masterfully rehearses, identifies, and applies strategies to address performance challenges.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.P2.A	Insufficiently applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.	Inconsistently applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.	Sufficiently applies teacher provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.	Exceptionally applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.	Masterfully applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy of solo/ensemble rehearsals/performances.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.P2.B	Insufficiently rehearses to refine technical accuracy, expressive qualities, and identified performance challenges.	Inconsistently rehearses to refine technical accuracy, expressive qualities, and identified performance challenges.	Sufficiently rehearses to refine technical accuracy, expressive qualities, and identified performance challenges.	Exceptionally rehearses to refine technical accuracy, expressive qualities, and identified performance challenges.	Masterfully rehearses to refine technical accuracy, expressive qualities, and identified performance challenges.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.P2.A	Insufficiently applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.	Inconsistently applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.	Sufficiently applies teacher provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.	Exceptionally applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.	Masterfully applies teacher-provided and collaboratively developed criteria and feedback to evaluate accuracy and expressiveness of solo/ensemble rehearsals/performances.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.P2.B	Insufficiently rehearses to refine technical accuracy and expressive qualities and addresses performance challenges.	Inconsistently rehearses to refine technical accuracy and expressive qualities and addresses performance challenges.	Sufficiently rehearses to refine technical accuracy and expressive qualities and addresses performance challenges.	Exceptionally rehearses to refine technical accuracy and expressive qualities and addresses performance challenges.	Masterfully rehearses to refine technical accuracy and expressive qualities and addresses performance challenges.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.P2.A	Insufficiently applies established criteria to judge student rehearsal and/or performance.	Inconsistently applies established criteria to judge student rehearsal and/or performance.	Sufficiently applies established criteria to judge student rehearsal and/or performance.	Exceptionally applies established criteria to judge student rehearsal and/or performance.	Masterfully applies established criteria to judge student rehearsal and/or performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

5.GM.P2.B	Insufficiently rehearses to refine technical accuracy and expressive qualities and addresses performance challenges, showing improvement.	Inconsistently rehearses to refine technical accuracy and expressive qualities and addresses performance challenges, showing improvement.	Sufficiently rehearses to refine technical accuracy and expressive qualities and addresses performance challenges, showing improvement.	Exceptionally rehearses to refine technical accuracy and expressive qualities and addresses performance challenges, showing improvement.	Masterfully rehearses to refine technical accuracy and expressive qualities and addresses performance challenges, showing improvement.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.P2.A	Insufficiently identifies and applies teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	Inconsistently identifies and applies teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	Sufficiently identifies and applies teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	interest) to rehearse,	Masterfully identifies and applies teacher-provided criteria (such as correct interpretation of notation, technical accuracy, originality, and interest) to rehearse, refine, and determine when a piece is ready to perform.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.P2.A	developed criteria (such as demonstrating correct	Inconsistently identifies and applies collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when music is ready to perform.	applies collaboratively- developed criteria (such as demonstrating correct	Exceptionally identifies and applies collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when music is ready to perform.	developed criteria (such as demonstrating correct	·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.P2.A	demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety,	Inconsistently identifies and applies personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.	demonstrating correct	Exceptionally identifies and applies personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.	Masterfully identifies and applies personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when music is ready to perform.	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS.GM.P2.A	and expressive elements	Inconsistently interprets standard or non-traditional music notation and expressive elements to convey artistic ideas.	standard or non-	Exceptionally interprets standard or non-traditional music notation and expressive elements to convey artistic ideas.	Masterfully interprets standard or non-traditional music notation and expressive elements to convey artistic ideas.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.P2.B	Insufficiently develops and applies appropriate rehearsal strategies to identify and discuss areas of needed improvement.	Inconsistently develops and applies appropriate rehearsal strategies to identify and discuss areas of needed improvement.	Sufficiently develops and applies appropriate rehearsal strategies to identify and discuss areas of needed improvement.	Exceptionally develops and applies appropriate rehearsal strategies to identify and discuss areas of needed improvement.	Masterfully develops and applies appropriate rehearsal strategies to identify and discuss areas of needed improvement.	criteria descriptor for this particular grade- or course	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.P2.C	Insufficiently refines artistic works through focused listening and application of established criteria.	Inconsistently refines artistic works through focused listening and application of established criteria.	Sufficiently refines artistic works through focused listening and application of established criteria.	Exceptionally refines artistic works through focused listening and application of established criteria.	Masterfully refines artistic works through focused listening and application of established criteria.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

PERFORM: FOUNDATIO	PERFORM: FOUNDATION P3: Convey and express meaning through the presentation of artistic work										
STANDARD	1	2	3	4	5	6*	7*				
K.GM.P3.A	Insufficiently (with guidance) sings, alone and with others, with expression.	Inconsistently (with guidance) sings, alone and with others, with expression.	Sufficiently (with guidance) sings, alone and with others, with expression.	guidance) sings, alone and with others, with	Masterfully (with guidance) sings, alone and with others, with expression.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				
K.GM.P3.B	Insufficiently (with guidance) using body percussion and/or instruments, preforms, alone and with others, with expression.	Inconsistently (with guidance) using body percussion and/or instruments, preforms, alone and with others, with expression.	preforms, alone and with others, with expression.	I	Masterfully (with guidance) using body percussion and/or instruments, preforms, alone and with others, with expression.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				
K.GM.P3.C	Insufficiently performs appropriately for the audience; demonstrates appropriate posture, and evaluates performance etiquette.	Inconsistently performs appropriately for the audience; demonstrates appropriate posture, and evaluates performance etiquette.	appropriately for the audience; demonstrates appropriate posture, and evaluates performance	Exceptionally performs appropriately for the audience; demonstrates appropriate posture, and evaluates performance etiquette.	Masterfully performs appropriately for the audience; demonstrates appropriate posture, and evaluates performance etiquette.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				

K.GM.P3.D	Insufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance. Insufficiently (with limited guidance) sings, alone and with others, with expression.	Inconsistently demonstrates appropriate audience behavior and evaluates student behavior during a performance. Inconsistently (with limited guidance) sings, alone and with others, with expression.	behavior and evaluates student behavior during a performance. Sufficiently (with limited	behavior during a performance.	appropriate audience behavior and evaluates student behavior during a performance. Masterfully (with limited	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. Demonstrates one level of growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
1.GM.P3.B	Insufficiently (with limited guidance) using body percussion or instruments, performs, alone and with others, with expression.	Inconsistently (with limited guidance) using body percussion or instruments, performs, alone and with others, with expression.	guidance) using body	Exceptionally (with limited guidance) using body percussion or instruments, performs, alone and with others, with expression.	Masterfully (with limited guidance) using body percussion or instruments, performs, alone and with others, with expression.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
1.GM.P3.C	Insufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Inconsistently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Sufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Exceptionally performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Masterfully performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
1.GM.P3.D	Insufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Inconsistently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Sufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Exceptionally demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Masterfully demonstrates appropriate audience behavior and evaluates student behavior during a performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.P3.A	Insufficiently sings, alone and with others, with expression and skill.	Inconsistently sings, alone and with others, with expression and skill.	Sufficiently sings, alone and with others, with expression and skill.	Exceptionally sings, alone and with others, with expression and skill.	Masterfully sings, alone and with others, with expression and skill.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.P3.B	Insufficiently using body percussion or instruments, performs, alone and with others, with expression and skill.	Inconsistently using body percussion or instruments, performs, alone and with others, with expression and skill.	Sufficiently using body percussion or instruments, performs, alone and with others, with expression and skill.	Exceptionally using body percussion or instruments, performs, alone and with others, with expression and skill.	Masterfully using body percussion or instruments, performs, alone and with others, with expression and skill.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

2.GM.P3.C	Insufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	appropriately for the audience and context,	Sufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Exceptionally performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	appropriately for the audience and context,	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.P3.D	Insufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Inconsistently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Sufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.		appropriate audience behavior and evaluates	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.P3.A	Insufficiently sings, alone and with others, with expression and skill.	Inconsistently sings, alone and with others, with expression and skill.	Sufficiently sings, alone and with others, with expression and skill.	Exceptionally sings, alone and with others, with expression and skill.	Masterfully sings, alone and with others, with expression and skill.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.P3.B	performs instrumentally	Inconsistently, using body percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression and skill.	performs instrumentally	percussion or instruments, performs instrumentally	Masterfully, using body percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression and skill.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.P3.C	Insufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Inconsistently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Sufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Exceptionally performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Masterfully performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.P3.D	Insufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Inconsistently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Sufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Exceptionally demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Masterfully demonstrates appropriate audience behavior and evaluates student behavior during a performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

4.GM.P3.A	and with others, with expression, technical	Inconsistently sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	Sufficiently sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	and with others, with expression, technical	Masterfully sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.P3.B	and with others, with expression, technical	and with others, with expression, technical	Sufficiently using body percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.	performs instrumentally (pitched/unpitched), alone and with others, with expression, technical	Masterfully using body percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.	criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.P3.C	Insufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Inconsistently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Sufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Exceptionally performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Masterfully performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.GM.P3.D	Insufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Inconsistently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Sufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Exceptionally demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Masterfully demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
5.GM.P3.A	Insufficiently sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	Inconsistently sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	Sufficiently sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	Exceptionally sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	Masterfully sings, alone and with others, with expression, technical accuracy, and appropriate interpretation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
5.GM.P3.B	performs instrumentally (pitched/unpitched), alone and with others, with expression, technical	Inconsistently, using body percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.	percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression, technical	performs instrumentally	Masterfully, using body percussion or instruments, performs instrumentally (pitched/unpitched), alone and with others, with expression, technical accuracy, and appropriate interpretation.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.P3.C	Insufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Inconsistently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	Sufficiently performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	appropriately for the audience and context,	Masterfully performs appropriately for the audience and context, demonstrates appropriate posture, and evaluates performance etiquette.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.P3.D	Insufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Inconsistently demonstrates appropriate audience behavior and evaluates student behavior during a performance.	Sufficiently demonstrates appropriate audience behavior and evaluates student behavior during a performance.		appropriate audience behavior and evaluates	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.P3.A	Insufficiently performs music with technical accuracy to convey the creator's intent.	Inconsistently performs music with technical accuracy to convey the creator's intent.	Sufficiently performs music with technical accuracy to convey the creator's intent.	music with technical	Masterfully performs music with technical accuracy to convey the creator's intent.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
G.GM.P3.B	Insufficiently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	Inconsistently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	Sufficiently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	performance decorum (such as stage presence, attire, and behavior) and	Masterfully demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.P3.A	Insufficiently performs music with technical accuracy and stylistic expression to convey the creator's intent.	Inconsistently performs music with technical accuracy and stylistic expression to convey the creator's intent.	Sufficiently performs music with technical accuracy and stylistic expression to convey the creator's intent.	Exceptionally performs music with technical	Masterfully performs music with technical accuracy and stylistic expression to convey the creator's intent.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.P3.B	Insufficiently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	Inconsistently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	Sufficiently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	Exceptionally demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	Masterfully demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

8.GM.P3.A	Insufficiently performs music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	Inconsistently performs music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	Sufficiently performs music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	music with technical accuracy, stylistic	Masterfully performs music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.P3.B	Insufficiently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.	Inconsistently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.	Sufficiently demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.	Exceptionally demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.	Masterfully demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.P3.A	Insufficiently employs appropriate performance	Inconsistently employs appropriate performance	Sufficiently employs appropriate performance techniques and/or practice to present artistic works using varied sound sources.	Exceptionally employs appropriate performance	Masterfully employs appropriate performance techniques and/or practice to present artistic works using varied sound sources.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.P3.B	Insufficiently applies appropriate expressive elements to convey meaning of artistic works.	Inconsistently applies appropriate expressive elements to convey meaning of artistic works.	Sufficiently applies appropriate expressive elements to convey meaning of artistic works.	Exceptionally applies appropriate expressive elements to convey meaning of artistic works.	Masterfully applies appropriate expressive elements to convey meaning of artistic works.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.P3.C	Insufficiently defends artistic choices using appropriate musical vocabulary.	Inconsistently defends artistic choices using appropriate musical vocabulary.	Sufficiently defends artistic choices using appropriate musical vocabulary.	Exceptionally defends artistic choices using appropriate musical vocabulary.	Masterfully defends artistic choices using appropriate musical vocabulary.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.P3.D	Insufficiently demonstrates suitable performance and audience etiquette in multiple venues or performance contexts.	Inconsistently demonstrates suitable performance and audience etiquette in multiple venues or performance contexts.	Sufficiently demonstrates suitable performance and audience etiquette in multiple venues or performance contexts.	Exceptionally demonstrates suitable performance and audience etiquette in multiple venues or performance contexts.	Masterfully demonstrates suitable performance and audience etiquette in multiple venues or performance contexts.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: CREATE

CREATE: FOUNDATION	Cr1: Generate and conceptu	alize artistic ideas and wo	rk				
STANDARD	1	2	3	4	5	6*	7*
K.GM.Cr1.A		Inconsistently (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts,	Sufficiently (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical	· ·	Masterfully (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts,	Demonstrates one level of growth from the Level 5 criteria descriptor for this	•
	textures, sequence, and ways to define music.	textures, sequence, and ways to define music.		textures, sequence, and ways to define music.	textures, sequence, and ways to define music.		
K.GM.Cr1.B	Insufficiently (with guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically) to accompany songs, poems, stories, or listening examples.	Inconsistently (with guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.	improvises musical ideas (rhythmically and non- rhythmically) to	guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically and non- rhythmically) to	Masterfully (with guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
1.GM.Cr1.A	guidance) explores and improvises musical ideas such as pitch, short	Inconsistently (with limited guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.	guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres,	Exceptionally (with limited guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.	Masterfully (with limited guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

1.GM.Cr1.B	guidance) using voices, body percussion, instruments, and movement, generates musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.	Inconsistently (with limited guidance) using voices, body percussion, instruments, and movement, generates musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.	guidance) using voices, body percussion, instruments, and movement, generates musical ideas (such as	Exceptionally (with limited guidance) using voices, body percussion, instruments, and movement, generates musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story. Exceptionally uses	Masterfully (with limited guidance) using voices, body percussion, instruments, and movement, generates musical ideas (such as beat/rhythm patterns, melodies with limited pitches, movement, etc.) to accompany a song, poem, or story.	particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. Demonstrates two levels
	pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.	pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise	pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise	pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise	<u> </u>	growth from the Level 5 criteria descriptor for this	of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.Cr1.B	movement, singing, and/or vocal timbres to generates musical ideas (such as rhythm patterns,		movement, singing, and/or vocal timbres to generates musical ideas (such as rhythm patterns,	Exceptionally uses body percussion, instruments, movement, singing, and/or vocal timbres to generates musical ideas (such as rhythm patterns, pentatonic melodies, etc.).	Masterfully uses body percussion, instruments, movement, singing, and/or vocal timbres to generates musical ideas (such as rhythm patterns, pentatonic melodies, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.Cr1.A	Insufficiently uses pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato).	movement ideas within a context (such as question and answer phrases or a simple	Sufficiently uses pitch and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple accompaniment/ostinato).	and rhythm to improvise vocal, instrumental, and/or movement ideas within a context (such as question and answer phrases or a simple	rhythm to improvise vocal,	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.Cr1.B	improvising/composing a 2-4 measure musical idea,	Inconsistently uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generates musical ideas.	Sufficiently uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generates musical ideas.	Exceptionally uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generates musical ideas.	Masterfully uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generates musical ideas.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

4.GM.Cr1.A	pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or	Inconsistently uses pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic,	pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic,	Masterfully uses pentatonic melodies in major/minor, simple accompaniments, introductions, codas, or question/answer phrases to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.Cr1.B	a pentatonic melody, or a rhythm pattern using grade- appropriate note values in binary/ternary	Inconsistently uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade- appropriate note values in binary/ternary form to generates musical ideas within a given tonality, form, and/or rhythmic set.	a pentatonic melody, or a rhythm pattern using grade- appropriate note values in binary/ternary	1	Masterfully uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using grade- appropriate note values in binary/ternary form to generates musical ideas within a given tonality, form, and/or rhythmic set.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.Cr1.A		Inconsistently uses modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	simple/complex rhythms, and accompaniments to improvise rhythmic,	Exceptionally uses modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	Masterfully uses modal/scale based melodies in major/minor, simple/complex rhythms, and accompaniments to improvise rhythmic, melodic, harmonic, and/or movement ideas within a context (such as social, cultural, historical, etc.).	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.Cr1.B	Insufficiently uses parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generates musical ideas within a given tonality, form, and/or rhythmic set.	Inconsistently uses parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generates musical ideas within a given tonality, form, and/or rhythmic set.	Sufficiently uses parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generates musical ideas within a given tonality, form, and/or rhythmic set.	Exceptionally uses parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generates musical ideas within a given tonality, form, and/or rhythmic set.	Masterfully uses parameters such as improvising/composing a 2-4 measure musical idea, a modal/scale-based melody, or an extended rhythm pattern using grade-appropriate note values in various forms to generates musical ideas within a given tonality, form, and/or rhythmic set.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.Cr1.A	Insufficiently generates simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Inconsistently generates simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Sufficiently generates simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Exceptionally generates simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	Masterfully generates simple rhythmic, melodic, and harmonic phrases within AB and ABA forms that convey expressive intent.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.Cr1.A	Insufficiently generates rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Inconsistently generates rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Sufficiently generates rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Exceptionally generates rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	Masterfully generates rhythmic, melodic, and harmonic phrases and variations over harmonic accompaniments within AB, ABA, or theme and variation forms that convey expressive intent.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.Cr1.A	Insufficiently generates rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	Inconsistently generates rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	Sufficiently generates rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	Exceptionally generates rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	Masterfully generates rhythmic, melodic, and harmonic phrases and harmonic accompaniments within expanded forms (including introductions, transitions, and codas) that convey expressive intent.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.Cr1.A	Insufficiently describes, demonstrates, and documents short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.	Inconsistently describes, demonstrates, and documents short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.	Sufficiently describes, demonstrates, and documents short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.	Exceptionally describes, demonstrates, and documents short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.	Masterfully describes, demonstrates, and documents short musical ideas that represent personal experiences, moods, texts, visual images, and/or story lines.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

CREATE: FOUNDATION	REATE: FOUNDATION Cr2: Organize and develop artistic ideas and work										
STANDARD	1	2	3	4	5	6*	7*				
K.GM.Cr2.A	Insufficiently (with guidance) using ideas from songs, poems, or stories for performance, demonstrates, chooses, and justifies favorite musical ideas.	Inconsistently (with guidance) using ideas from songs, poems, or stories for performance, demonstrates, chooses, and justifies favorite musical ideas.	Sufficiently (with guidance) using ideas from songs, poems, or stories for performance, demonstrates, chooses, and justifies favorite musical ideas.	Exceptionally (with guidance) using ideas from songs, poems, or stories for performance, demonstrates, chooses, and justifies favorite musical ideas.	Masterfully (with guidance) using ideas from songs, poems, or stories for performance, demonstrates, chooses, and justifies favorite musical ideas.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				
K.GM.Cr2.B	Insufficiently (with guidance) using digital media or pictures to notate a short musical idea, organizes personal musical ideas using iconic notation and/or recording technology.	Inconsistently (with guidance) using digital media or pictures to notate a short musical idea, organizes personal musical ideas using iconic notation and/or recording technology.	Sufficiently (with guidance) using digital media or pictures to notate a short musical idea, organizes personal musical ideas using iconic notation and/or recording technology.	guidance) using digital media or pictures to notate a short musical idea, organizes personal musical ideas using iconic	Masterfully (with guidance) using digital media or pictures to notate a short musical idea, organizes personal musical ideas using iconic notation and/or recording technology.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				
1.GM.Cr2.A	Insufficiently (with limited guidance) using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Inconsistently (with limited guidance) using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Sufficiently (with limited guidance) using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	guidance) using short musical ideas to be	Masterfully (with limited guidance) using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.				
1.GM.Cr2.B	Insufficiently (with limited guidance) using digital media or pictures to notate a short musical passage, organizes personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).	Inconsistently (with limited guidance) using digital media or pictures to notate a short musical passage, organizes personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).	Sufficiently (with limited guidance) using digital media or pictures to notate a short musical passage, organizes personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).	Exceptionally (with limited guidance) using digital media or pictures to notate a short musical passage, organizes personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).	Masterfully (with limited guidance) using digital media or pictures to notate a short musical passage, organizes personal musical ideas (such as limited pitches, sound/silence, high/low, long/short, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.				
2.GM.Cr2.A	Insufficiently using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Inconsistently using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Sufficiently using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Exceptionally using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Masterfully using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.				

2.GM.Cr2.B	standard notation and/or recording technology to	Inconsistently uses iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).	Sufficiently uses iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).	Exceptionally uses iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).	Masterfully uses iconic or standard notation and/or recording technology to sequence and document personal musical ideas (such as four beat rhythm/melodic patterns, introduction, coda, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.Cr2.A	Insufficiently using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Inconsistently using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Sufficiently using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Exceptionally using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Masterfully using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.Cr2.B	Insufficiently uses iconic standard notation and/or recording technology to sequence and document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Inconsistently uses iconic standard notation and/or recording technology to sequence and document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Sufficiently uses iconic standard notation and/or recording technology to sequence and document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Exceptionally uses iconic standard notation and/or recording technology to sequence and document personal musical ideas (such as gradeapropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Masterfully uses iconic standard notation and/or recording technology to sequence and document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, introduction, coda, interlude, etc.)	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.GM.Cr2.A	Insufficiently, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Inconsistently, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Sufficiently, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Exceptionally, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Masterfully, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.GM.Cr2.B	Insufficiently uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Inconsistently uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Sufficiently uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Exceptionally uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Masterfully uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.Cr2.A	musical ideas to be	Inconsistently, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Sufficiently, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Exceptionally, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	Masterfully, using musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas for arrangement, improvisation, or composition.	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.Cr2.B	Insufficiently uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Inconsistently uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Sufficiently uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Exceptionally uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Masterfully uses notation and/or recording technology to document personal musical ideas (such as gradeappropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.Cr2.A	documents personal musical ideas for arrangements and compositions within AB or ABA form that	Inconsistently selects, organizes, constructs, and documents personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Sufficiently selects, organizes, constructs, and documents personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Exceptionally selects, organizes, constructs, and documents personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Masterfully selects, organizes, constructs, and documents personal musical ideas for arrangements and compositions within AB or ABA form that demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.Cr2.B	· ·	Inconsistently uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two-chord harmonic musical ideas.	Sufficiently uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two- chord harmonic musical ideas.	Exceptionally uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and two- chord harmonic musical ideas.	and/or iconic notation and/or audio/video recording to document	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.GM.Cr2.A	organizes, develops, and documents personal musical ideas for	Inconsistently selects, organizes, develops, and documents personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	Sufficiently selects, organizes, develops, and documents personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	Exceptionally selects, organizes, develops, and documents personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	Masterfully selects, organizes, develops, and documents personal musical ideas for arrangements, songs, and compositions within AB, ABA, or theme and variation forms that demonstrate unity and variety and convey expressive intent.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.Cr2.B	Insufficiently uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	Inconsistently uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases,	Exceptionally uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	and/or iconic notation and/or audio/video recording to document	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.Cr2.A	personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and	Inconsistently selects, organizes, and documents personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.	Sufficiently selects, organizes, and documents personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, and balance, and convey expressive intent.	personal musical ideas for	personal musical ideas for	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.Cr2.A	Insufficiently assembles and organizes sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.	Inconsistently assembles and organizes sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.	Sufficiently assembles and organizes sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.	Exceptionally assembles and organizes sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.	Masterfully assembles and organizes sounds or musical ideas to express selected experiences, moods, images, concepts, texts, storylines, or ideas.	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS.GM.Cr2.B	Insufficiently develops	Inconsistently develops	Sufficiently develops ideas	Exceptionally develops	Masterfully develops ideas	Demonstrates one level of	Demonstrates two levels
	ideas or concepts into	ideas or concepts into	or concepts into student-	ideas or concepts into	or concepts into student-	growth from the Level 5	of growth from the Level 5
	student-generated works	student-generated works	generated works that	student-generated works	generated works that	criteria descriptor for this	criteria descriptor for this
	that demonstrate musical	that demonstrate musical	demonstrate musical	that demonstrate musical	demonstrate musical	particular grade- or course-	particular grade- or course-
	structure and expressive	structure and expressive	structure and expressive	structure and expressive	structure and expressive	level expectation.	level expectation.
	elements.	elements.	elements.	elements.	elements.		

CREATE: FOUNDATION	Cr2: Cr3: Refine and complet	e artistic work					
STANDARD	1	2	3	4	5	6*	7*
K.GM.Cr3.A	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) using teacher-	guidance) using teacher-	using teacher-given	guidance) using teacher-	guidance) using teacher-	growth from the Level 5	of growth from the Level 5
	given vocabulary, applies	given vocabulary, applies	vocabulary, applies	given vocabulary, applies	given vocabulary, applies	criteria descriptor for this	criteria descriptor for this
	feedback to refine	feedback to refine	feedback to refine	feedback to refine	feedback to refine	particular grade- or course-	particular grade- or course-
	personal musical ideas.	personal musical ideas.	personal musical ideas.	personal musical ideas.	personal musical ideas.	level expectation.	level expectation.
K.GM.Cr3.B	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) using created	guidance) using created	using created vocal,	guidance) using created	guidance) using created	growth from the Level 5	of growth from the Level 5
	vocal, instrumental, or	vocal, instrumental, or	instrumental, or	vocal, instrumental, or	vocal, instrumental, or	criteria descriptor for this	criteria descriptor for this
	movement pieces,	movement pieces,	movement pieces,	movement pieces,	movement pieces,	particular grade- or course-	particular grade- or course-
	demonstrates a final	demonstrates a final	demonstrates a final	demonstrates a final	demonstrates a final	level expectation.	level expectation.
	version of personal	version of personal	version of personal	version of personal	version of personal	·	· ·
	musical ideas.	musical ideas.	musical ideas.	musical ideas.	musical ideas.		
1.GM.Cr3.A	Insufficiently (with limited	Inconsistently (with limited	Sufficiently (with limited	Exceptionally (with limited	Masterfully (with limited	Demonstrates one level of	Demonstrates two levels
	guidance) using	guidance) using	guidance) using	guidance) using	guidance) using	growth from the Level 5	of growth from the Level 5
	vocabulary such as	vocabulary such as	vocabulary such as	vocabulary such as	vocabulary such as	criteria descriptor for this	criteria descriptor for this
	voices/instruments,	voices/instruments,	voices/instruments,	voices/instruments,	voices/instruments,	particular grade- or course-	particular grade- or course-
	beginning, middle,	beginning, middle,	beginning, middle,	beginning, middle,	beginning, middle,	level expectation.	level expectation.
	sequence, and ending,	sequence, and ending,	sequence, and ending,	sequence, and ending,	sequence, and ending,		
	discusses and applies	discusses and applies	discusses and applies	discusses and applies	discusses and applies		
	feedback to refine	feedback to refine	feedback to refine	feedback to refine	feedback to refine		
	personal musical ideas.	personal musical ideas.	personal musical ideas.	personal musical ideas.	personal musical ideas.		
1.GM.Cr3.B	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) using created	guidance) using created	using created vocal,	guidance) using created	guidance) using created	growth from the Level 5	of growth from the Level 5
	vocal, instrumental, or	vocal, instrumental, or	instrumental, or	vocal, instrumental, or	vocal, instrumental, or	· ·	criteria descriptor for this
	movement pieces,	movement pieces,	movement pieces,	movement pieces,	movement pieces,	particular grade- or course-	particular grade- or course-
	demonstrates a final	demonstrates a final	demonstrates a final	demonstrates a final	demonstrates a final	level expectation.	level expectation.
	version of personal	version of personal	version of personal	version of personal	version of personal		
	musical ideas.	musical ideas.	musical ideas.	musical ideas.	musical ideas.		
2.GM.Cr3.A	Insufficiently interprets	Inconsistently interprets	Sufficiently interprets and		Masterfully interprets and	Demonstrates one level of	
	and applies feedback,	and applies feedback,		and applies feedback,	applies feedback, using	0	of growth from the Level 5
	using vocabulary such as	using vocabulary such as	vocabulary such as	using vocabulary such as	vocabulary such as		criteria descriptor for this
	voices/instruments,	voices/instruments,	voices/instruments,	voices/instruments,	voices/instruments,		particular grade- or course-
	same/different,	same/different,	same/different,	same/different,	same/different,	level expectation.	level expectation.
	introduction sequence,	introduction sequence,	introduction sequence,	introduction sequence,	introduction sequence,		
	and coda, to revise	and coda, to revise	and coda, to revise	and coda, to revise	and coda, to revise		
	personal music.	personal music.	personal music.	personal music.	personal music.		

2.GM.Cr3.B 3.GM.Cr3.A	appropriate musical characteristics, to revise	demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces. Inconsistently interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and gradeappropriate musical characteristics, to revise	a final version of personal musical ideas using created vocal, instrumental, or movement pieces. Sufficiently interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and gradeappropriate musical characteristics, to revise	demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces. Exceptionally interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and gradeappropriate musical characteristics, to revise	a final version of personal musical ideas using created vocal, instrumental, or movement pieces. Masterfully interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and gradeappropriate musical characteristics, to revise	particular grade- or course- level expectation. Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.Cr3.B	Insufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	personal music. Inconsistently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	personal music. Sufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	personal music. Exceptionally demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	personal music. Masterfully demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.Cr3.A	Insufficiently interprets and applies collaboratively developed feedback to	Inconsistently interprets and applies collaboratively developed feedback to	applies collaboratively developed feedback to	Exceptionally interprets and applies collaboratively developed feedback to	applies collaboratively developed feedback to	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
4.GM.Cr3.B	Insufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Inconsistently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Sufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Exceptionally demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	Masterfully demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces through performance.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.Cr3.A	developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other	and applies collaboratively developed feedback to revise personal music over time, such as the efficacy	applies collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of form, two-part composition, or other	and applies collaboratively developed feedback to revise personal music over time, such as the efficacy of a created introduction, sequence, or coda, use of	applies collaboratively developed feedback to	criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.Cr3.B	Insufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.	Inconsistently demonstrates a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.	Sufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.		a final version of personal musical ideas using created vocal,	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.Cr3.A	,	Inconsistently self- evaluates one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.		Exceptionally self- evaluates one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.	Masterfully self-evaluates one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.Cr3.B	Insufficiently describes the rationale for making revisions to music based on evaluation criteria and feedback from a teacher.	Inconsistently describes the rationale for making revisions to music based on evaluation criteria and feedback from a teacher.	Sufficiently describes the rationale for making revisions to music based on evaluation criteria and feedback from a teacher.	Exceptionally describes the rationale for making revisions to music based on evaluation criteria and feedback from a teacher.	rationale for making	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

6.GM.Cr3.C	final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning,	Inconsistently presents the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Sufficiently presents the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Exceptionally presents the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	Masterfully presents the final version of a documented personal composition or arrangement, using craftsmanship and originality to demonstrate an effective beginning, middle, and ending, and convey expressive intent.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.Cr3.A	Insufficiently self- evaluates one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	Inconsistently self- evaluates one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	Sufficiently self-evaluates one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	Exceptionally self- evaluates one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	Masterfully self-evaluates one's work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.Cr3.B	Insufficiently describes the rationale for making revisions to music based on evaluation criteria and feedback from others (teacher and peers).	Inconsistently describes the rationale for making revisions to music based on evaluation criteria and feedback from others (teacher and peers).	Sufficiently describes the rationale for making revisions to music based on evaluation criteria and feedback from others (teacher and peers).	Exceptionally describes the rationale for making revisions to music based on evaluation criteria and feedback from others (teacher and peers).	Masterfully describes the rationale for making revisions to music based on evaluation criteria and feedback from others (teacher and peers).	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.Cr3.C	final version of a documented personal composition, song, or arrangement, using craftsmanship and	Inconsistently presents the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety and convey expressive intent.	Sufficiently presents the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety and convey expressive intent.	final version of a documented personal composition, song, or arrangement, using craftsmanship and	Masterfully presents the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate unity and variety and convey expressive intent.	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

8.GM.Cr3.A	Insufficiently self- evaluates one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.	Inconsistently self- evaluates one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.	one's work by selecting and applying criteria, including appropriate application of	Exceptionally self- evaluates one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.	Masterfully self-evaluates one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.	·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.Cr3.B	Insufficiently describes the rationale for refining works by explaining one's choices, based on evaluation criteria.	Inconsistently describes the rationale for refining works by explaining one's choices, based on evaluation criteria.	Sufficiently describes the rationale for refining works by explaining one's choices, based on evaluation criteria.	Exceptionally describes the rationale for refining works by explaining one's choices, based on evaluation criteria.	Masterfully describes the rationale for refining works by explaining one's choices, based on evaluation criteria.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.Cr3.C	final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of	Inconsistently presents the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of	Exceptionally presents the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	Masterfully presents the final version of a documented personal composition, song, or arrangement, using craftsmanship and originality to demonstrate the application of compositional techniques for creating unity and variety, tension and release, and balance to convey expressive intent.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.Cr3.A	Insufficiently evaluates evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.	Inconsistently evaluates evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.	Sufficiently evaluates evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.	Exceptionally evaluates evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.	Masterfully evaluates evolving drafts of student-generated works by selecting and applying criteria and describing rationale for revisions.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.Cr3.B	Insufficiently enhances artistic works using technology or other suitable resources.	Inconsistently enhances artistic works using technology or other suitable resources.	Sufficiently enhances artistic works using technology or other suitable resources.	Exceptionally enhances artistic works using technology or other suitable resources.	Masterfully enhances artistic works using technology or other suitable resources.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS.GM.Cr3.C	Insufficiently presents and	Inconsistently presents	Sufficiently presents and	Exceptionally presents and	Masterfully presents and	Demonstrates one level of	Demonstrates two levels
	defends the final version	and defends the final	defends the final version	defends the final version	defends the final version	growth from the Level 5	of growth from the Level 5
	of student-generated	version of student-	of student-generated	of student-generated	of student-generated	criteria descriptor for this	criteria descriptor for this
	works.	generated works.	works.	works.	works.	particular grade- or course-	particular grade- or course
						level expectation.	level expectation.

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: RESPOND

RESPOND: FOUNDATION	l R1: Perceive and analyze a	artistic work					
STANDARD	1	2	3	4	5	6*	7*
K.GM.R1.A	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels
	guidance) lists personal	guidance) lists personal	lists personal interests and	guidance) lists personal	guidance) lists personal	growth from the Level 5	of growth from the Level 5
	interests and experiences	interests and experiences	experiences explaining	interests and experiences	interests and experiences	criteria descriptor for this	criteria descriptor for this
	explaining musical	explaining musical	musical preference.	explaining musical	explaining musical	particular grade- or course	particular grade- or course-
	preference.	preference.		preference.	preference.	level expectation.	level expectation.
1.GM.R1.A	Insufficiently (with limited	Inconsistently (with limited	Sufficiently (with limited	Exceptionally (with limited	Masterfully (with limited	Demonstrates one level of	Demonstrates two levels
	guidance) identifies and	guidance) identifies and	guidance) identifies and	guidance) identifies and	guidance) identifies and	growth from the Level 5	of growth from the Level 5
	explains how personal	explains how personal	explains how personal	explains how personal	explains how personal	criteria descriptor for this	criteria descriptor for this
	interests and experience	interests and experience	interests and experience	interests and experience	interests and experience	particular grade- or course	particular grade- or course-
	influence musical	influence musical	influence musical	influence musical	influence musical	level expectation.	level expectation.
	selection.	selection.	selection.	selection.	selection.		
1.GM.R1.B	Insufficiently (with limited	Inconsistently (with limited	Sufficiently (with limited	Exceptionally (with limited	Masterfully (with limited	Demonstrates one level of	Demonstrates two levels
	guidance, demonstrates	guidance, demonstrates	guidance, demonstrates	guidance, demonstrates	guidance, demonstrates	growth from the Level 5	of growth from the Level 5
	music concepts (such as	music concepts (such as	music concepts (such as	music concepts (such as	music concepts (such as	criteria descriptor for this	criteria descriptor for this
	steady beat or singing	steady beat or singing	steady beat or singing	steady beat or singing	steady beat or singing	particular grade- or course	particular grade- or course-
	voice) in various styles of	voice) in various styles of	voice) in various styles of	voice) in various styles of	voice) in various styles of	level expectation.	level expectation.
	music.	music.	music.	music.	music.		
2.GM.R1.A	Insufficiently identifies	Inconsistently identifies	Sufficiently identifies and	Exceptionally identifies	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels
	and explains how personal	and explains how personal	explains how personal	and explains how personal	explains how personal	growth from the Level 5	of growth from the Level 5
	interests and experience	interests and experience	interests and experience	interests and experience	interests and experience	criteria descriptor for this	criteria descriptor for this
	influence musical	influence musical	influence musical	influence musical	influence musical	particular grade- or course	particular grade- or course-
	selection; lists and	selection; lists and	selection; lists and	selection; lists and	selection; lists and	level expectation.	level expectation.
	explains personal musical	explains personal musical	explains personal musical	explains personal musical	explains personal musical		
	interests.	interests.	interests.	interests.	interests.		
2.GM.R1.B	Insufficiently describes	Inconsistently describes	Sufficiently describes how	Exceptionally describes	Masterfully describes how	Demonstrates one level of	Demonstrates two levels
	how specific music	how specific music	specific music concepts	how specific music	specific music concepts	growth from the Level 5	of growth from the Level 5
	concepts are used to	concepts are used to	are used to support a	concepts are used to	are used to support a	•	criteria descriptor for this
	support a specific purpose	support a specific purpose	specific purpose in music;	support a specific purpose	specific purpose in music;	particular grade- or course	particular grade- or course-
	in music; demonstrates	in music; demonstrates	demonstrates and	in music; demonstrates	demonstrates and	level expectation.	level expectation.
	· ·	and identifies how specific	identifies how specific	•	identifies how specific		
	•	musical concepts are used			musical concepts are used		
	in various styles of music	in various styles of music	in various styles of music	in various styles of music	in various styles of music		
	(such as meter and	(such as meter and	(such as meter and	(such as meter and	(such as meter and		
	timbre).	timbre).	timbre).	timbre).	timbre).		

3.GM.R1.A	demonstrates and describes how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests,	Inconsistently demonstrates and describes how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).	specific interests, experiences, or purposes (such as how music listening is influenced by	demonstrates and	Masterfully demonstrates and describes how selected music connects to and is influenced by specific interests, experiences, or purposes (such as how music listening is influenced by interests, experience, and context).	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.R1.B	and/or pictorial representation, demonstrates and describes how specific music concepts are used to support a specific purpose in music (such as different sections, selected	and/or pictorial representation, demonstrates and describes how specific music concepts are used to support a specific purpose in music (such as	and/or pictorial representation, demonstrates and describes how specific music concepts are used to support a specific purpose in music (such as different sections, selected	and/or pictorial representation, demonstrates and describes how specific music concepts are used to support a specific purpose in music (such as	Masterfully using movement, manipulatives, and/or pictorial representation, demonstrates and describes how specific music concepts are used to support a specific purpose in music (such as different sections, selected orchestral, band, folk, or ethnic instruments).	criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.R1.C	teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as	by guided questioning,	teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning,	teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teacher-given parameters (such as by guided questioning,	Masterfully describes a listening example by using teacher-given characteristics, and describe stylistic characteristics of selected regional, national, or global styles or genres of music through teachergiven parameters (such as by guided questioning, using an element of music, or music vocabulary).	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

4.GM.R1.A	demonstrates and explains how selected music connects to and is influenced by specific interests, experiences,	Inconsistently demonstrates and explains how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).	Sufficiently demonstrates and explains how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).	Exceptionally demonstrates and explains how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts (such as how music listening is influenced by interests, etc.).	1	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.R1.B	purpose in music (such as social and cultural	social and cultural contexts) through various means (such as	music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as	social and cultural contexts) through various means (such as	Masterfully demonstrates and explains how specific music concepts (such as form, timbre, etc.) are used to support a specific purpose in music (such as social and cultural contexts) through various means (such as manipulatives, movement, and/or pictorial representation).	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.R1.C	to a listening example	Inconsistently demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher- selected orchestral instruments, etc.).	Sufficiently demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher-selected orchestral instruments, etc.).	Exceptionally demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	Masterfully demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.R1.A	Insufficiently demonstrates and explains, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Inconsistently demonstrates and explains, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Sufficiently demonstrates and explains, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	Exceptionally demonstrates and explains, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	demonstrates and explains, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.R1.B	Insufficiently demonstrates and explains, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).	Inconsistently demonstrates and explains, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).	Sufficiently demonstrates and explains, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).	through various means	Masterfully demonstrates and explains, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical) through various means (such as manipulatives, movement, and/or pictorial representation).	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.R1.C	Insufficiently demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	Inconsistently demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacher- selected orchestral instruments, etc.).	Sufficiently demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	Exceptionally demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	Masterfully demonstrates an understanding of the elements of music applied to a listening example using teacher-given vocabulary (such as different sections of complex forms, teacherselected orchestral instruments, etc.).	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.R1.A	Insufficiently selects or chooses music to listen to, and explains the connections to specific interests or experiences for a specific purpose.	Inconsistently selects or chooses music to listen to, and explains the connections to specific interests or experiences for a specific purpose.	Sufficiently selects or chooses music to listen to, and explains the connections to specific interests or experiences for a specific purpose.	Exceptionally selects or chooses music to listen to, and explains the connections to specific interests or experiences for a specific purpose.	Masterfully selects or chooses music to listen to, and explains the connections to specific interests or experiences for a specific purpose.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.R1.B	Insufficiently describes how the elements of music and expressive qualities relate to the structure of the pieces.	Inconsistently describes how the elements of music and expressive qualities relate to the structure of the pieces.	Sufficiently describes how the elements of music and expressive qualities relate to the structure of the pieces.	Exceptionally describes how the elements of music and expressive qualities relate to the structure of the pieces.	Masterfully describes how the elements of music and expressive qualities relate to the structure of the pieces.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.R1.C	Insufficiently identifies the context of music from a variety of genres, cultures, and historical periods.	Inconsistently identifies the context of music from a variety of genres, cultures, and historical periods.	Sufficiently identifies the context of music from a variety of genres, cultures, and historical periods.	Exceptionally identifies the context of music from a variety of genres, cultures, and historical periods.	Masterfully identifies the context of music from a variety of genres, cultures, and historical periods.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.GM.R1.A	to listen to and compares	Inconsistently selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	to listen to and compares	chooses contrasting music to listen to and compares	Masterfully selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.R1.B	Insufficiently classifies and explains how the elements of music and expressive qualities relate to the structure of contrasting pieces.	,	Sufficiently classifies and explains how the elements of music and expressive qualities relate to the structure of contrasting pieces.	Exceptionally classifies and explains how the elements of music and expressive qualities relate to the structure of contrasting pieces.	Masterfully classifies and explains how the elements of music and expressive qualities relate to the structure of contrasting pieces.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.R1.C	Insufficiently identifies and compares the context of music from a variety of genres, cultures, and historical periods.	Inconsistently identifies and compares the context of music from a variety of genres, cultures, and historical periods.	Sufficiently identifies and compares the context of music from a variety of genres, cultures, and historical periods.	Exceptionally identifies and compares the context of music from a variety of genres, cultures, and historical periods.	Masterfully identifies and compares the context of music from a variety of genres, cultures, and historical periods.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.R1.A		Inconsistently selects programs of music (such as a CD mix or live performances), and demonstrates the connections to an interest or experience for a specific purpose.		as a CD mix or live performances), and demonstrates the connections to an interest	Masterfully selects programs of music (such as a CD mix or live performances), and demonstrates the connections to an interest or experience for a specific purpose.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.R1.B	Insufficiently compares how the elements of music and expressive qualities relate to the	Inconsistently compares how the elements of music and expressive qualities relate to the structure within programs of music.	Sufficiently compares how the elements of music and expressive qualities relate to the structure within	Exceptionally compares how the elements of music and expressive	Masterfully compares how the elements of music and expressive qualities relate to the structure within	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.R1.C	· '	Inconsistently identifies and compares the context of programs of music from a variety of genres, cultures, and historical periods.				growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

HS.GM.R1.A	Insufficiently identifies	Inconsistently identifies	Sufficiently identifies and	Exceptionally identifies	Masterfully identifies and	Demonstrates one level of	Demonstrates two levels
	and describes the	and describes the	describes the elements of	and describes the	describes the elements of	growth from the Level 5	of growth from the Level 5
	elements of music in	elements of music in	music in visual and aural	elements of music in	music in visual and aural	criteria descriptor for this	criteria descriptor for this
	visual and aural examples	visual and aural examples	examples using	visual and aural examples	examples using	particular grade- or course-	particular grade- or course-
	using appropriate	using appropriate	appropriate vocabulary.	using appropriate	appropriate vocabulary.	level expectation.	level expectation.
	vocabulary.	vocabulary.		vocabulary.			
HS.GM.R1.B	Insufficiently uses suitable	Inconsistently uses	Sufficiently uses suitable	Exceptionally uses suitable	Masterfully uses suitable	Demonstrates one level of	Demonstrates two levels
	Insufficiently uses suitable terminology and concepts	1	,	Exceptionally uses suitable terminology and concepts	1 '		Demonstrates two levels of growth from the Level 5
	terminology and concepts	1	terminology and concepts	terminology and concepts	terminology and concepts		of growth from the Level 5
	terminology and concepts to compare and contrast	suitable terminology and concepts to compare and	terminology and concepts to compare and contrast	terminology and concepts to compare and contrast	terminology and concepts to compare and contrast	growth from the Level 5 criteria descriptor for this	of growth from the Level 5
	terminology and concepts to compare and contrast music from various	suitable terminology and concepts to compare and	terminology and concepts to compare and contrast music from various	terminology and concepts to compare and contrast music from various	terminology and concepts to compare and contrast	growth from the Level 5 criteria descriptor for this particular grade- or course-	of growth from the Level 5 criteria descriptor for this
	terminology and concepts to compare and contrast music from various historical periods, styles,	suitable terminology and concepts to compare and contrast music from	terminology and concepts to compare and contrast music from various historical periods, styles,	terminology and concepts to compare and contrast music from various historical periods, styles,	terminology and concepts to compare and contrast music from various	growth from the Level 5 criteria descriptor for this particular grade- or course-	of growth from the Level 5 criteria descriptor for this particular grade- or course-

RESPOND: FOUNDATION	RESPOND: FOUNDATION R2: Interpret intent and meaning in artistic work									
STANDARD	1	2	3	4	5	6*	7*			
K.GM.R2.A	Insufficiently (with	Inconsistently (with	Sufficiently (with guidance)	Exceptionally (with	Masterfully (with	Demonstrates one level of	Demonstrates two levels			
	guidance) demonstrates	guidance) demonstrates	demonstrates awareness	guidance) demonstrates	guidance) demonstrates	growth from the Level 5	of growth from the Level 5			
	awareness of music	awareness of music	of music concepts (such as	awareness of music	awareness of music	criteria descriptor for this	criteria descriptor for this			
	concepts (such as	concepts (such as	same/different sections of	concepts (such as	concepts (such as	particular grade- or course-	particular grade- or course-			
	same/different sections of	same/different sections of	music, musical sounds, or	same/different sections of	same/different sections of	level expectation.	level expectation.			
	music, musical sounds, or	music, musical sounds, or	simple musical	music, musical sounds, or	music, musical sounds, or					
	simple musical	simple musical	characteristics) in a	simple musical	simple musical					
	characteristics) in a	characteristics) in a	listening selection.	characteristics) in a	characteristics) in a					
	listening selection.	listening selection.		listening selection.	listening selection.					
1.GM.R2.A	Insufficiently (with limited	Inconsistently (with limited	Sufficiently (with limited	Exceptionally (with limited	Masterfully (with limited	Demonstrates one level of	Demonstrates two levels			
	guidance) identifies	guidance) identifies	guidance) identifies	guidance) identifies	guidance) identifies	growth from the Level 5	of growth from the Level 5			
	expressive qualities or	expressive qualities or	expressive qualities or	expressive qualities or	expressive qualities or	criteria descriptor for this	criteria descriptor for this			
	other characteristics of	other characteristics of	other characteristics of	other characteristics of	other characteristics of	particular grade- or course-	particular grade- or course-			
	music (such as	music (such as	music (such as	music (such as	music (such as	level expectation.	level expectation.			
	same/different sections	same/different sections	same/different sections	same/different sections	same/different sections					
	within a simple form,	within a simple form,	within a simple form,	within a simple form,	within a simple form,					
	types of voices, or	types of voices, or	types of voices, or	types of voices, or	types of voices, or					
	individual instruments and	individual instruments and	individual instruments and	individual instruments and	individual instruments and					
	identifying how sound is	identifying how sound is	identifying how sound is	identifying how sound is	identifying how sound is					
	produced).	produced).	produced).	produced).	produced).					

2.GM.R2.A	Insufficiently demonstrates knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).	Inconsistently demonstrates knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).	how tempo and dynamics	Exceptionally demonstrates knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).	Masterfully demonstrates knowledge of how expressive qualities and music concepts support a musical creation/performance (such as recognizing same/different sections, classroom and/or selected orchestral instruments, or how tempo and dynamics affect the mood of a piece).	level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.R2.A 4.GM.R2.A	Insufficiently Insufficiently	Inconsistently Inconsistently	Sufficiently demonstrates Sufficiently demonstrates	Exceptionally Exceptionally	Masterfully demonstrates Masterfully demonstrates	Demonstrates one level of Demonstrates one level of	Demonstrates two levels Demonstrates two levels
	demonstrates and explains how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).	demonstrates and explains how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).	and explains how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).	demonstrates and explains how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).	and explains how music concepts are used by performers to reflect intent (such as comparing how tempo could be used in different arrangements to create a different mood).	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
5.GM.R2.A	Insufficiently demonstrates and explains how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).	Inconsistently demonstrates and explains how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).	Sufficiently demonstrates and explains how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).	Exceptionally demonstrates and explains how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).	Masterfully demonstrates and explains how music concepts are used by performers to reflect intent (such as instrument selection by a composer/arranger).	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.R2.A	the elements of music and	Inconsistently describes a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent.			Masterfully describes a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, withir genres and cultural and historical context, convey expressive intent.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.GM.R2.A	performers' application of the elements of music and	personal interpretation of contrasting works, and explains how creators' and	performers' application of the elements of music and	personal interpretation of contrasting works, and explains how creators' and performers' application of the elements of music and	contrasting works, and explains how creators' and	growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.R2.A	Insufficiently supports personal interpretation of contrasting programs of music and explains how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	Inconsistently supports personal interpretation of contrasting programs of music and explains how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	Sufficiently supports personal interpretation of contrasting programs of music and explains how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	Exceptionally supports personal interpretation of contrasting programs of music and explains how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	Masterfully supports personal interpretation of contrasting programs of music and explains how creators or performers apply the elements of music and expressive qualities, within genres, cultures, and historical periods, to convey expressive intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.R2.A	and aesthetic qualities of musical works, citing as	Inconsistently uses appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical	Sufficiently uses appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical	Exceptionally uses appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical	Masterfully uses appropriate musical vocabulary and terminology to interpret and describe artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of elements of music, context, and historical	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.R2.B	Insufficiently examines the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.	Inconsistently examines the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.	Sufficiently examines the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.	Exceptionally examines the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.	Masterfully examines the historical and cultural development of masterworks within various genres of American traditional and classical music, including the music of Tennessee.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

RESPOND: FOUNDATION R3: Apply criteria to evaluate artistic work									
STANDARD	1	2	3	4	5	6*	7*		

K.GM.R3.A	• •	Inconsistently (with guidance) applies personal preferences in the evaluation of music and discusses a musical performance.	Sufficiently (with guidance) applies personal preferences in the evaluation of music and discusses a musical performance.		, ,	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
1.GM.R3.A	• •	Inconsistently (with limited guidance) applies personal preferences in the evaluation of music; discusses a musical performance using gradeappropriate vocabulary.	guidance) applies personal preferences in the evaluation of music; discusses a musical	preferences in the evaluation of music; discusses a musical	• •	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
2.GM.R3.A	Insufficiently applies personal preferences in the evaluation of music; discusses a musical performance using gradeappropriate music vocabulary.	Inconsistently applies personal preferences in the evaluation of music; discusses a musical performance using gradeappropriate music vocabulary.	Sufficiently applies personal preferences in the evaluation of music; discusses a musical performance using gradeappropriate music vocabulary.	Exceptionally applies personal preferences in the evaluation of music; discusses a musical performance using gradeappropriate music vocabulary.	Masterfully applies personal preferences in the evaluation of music; discusses a musical performance using gradeappropriate music vocabulary.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
3.GM.R3.A	Insufficiently evaluates musical works and performances, applying established criteria; discusses a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	Inconsistently evaluates musical works and performances, applying established criteria; discusses a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	Sufficiently evaluates musical works and performances, applying established criteria; discusses a music selection or performance using grade-appropriate music vocabulary and	Exceptionally evaluates musical works and performances, applying established criteria; discusses a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	Masterfully evaluates musical works and performances, applying established criteria; discusses a music selection or performance using grade-appropriate music vocabulary and teacher-given criteria.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.R3.A	Insufficiently evaluates musical works and performances, applying established criteria.	Inconsistently evaluates musical works and performances, applying established criteria.	Sufficiently evaluates musical works and performances, applying established criteria.	Exceptionally evaluates musical works and performances, applying established criteria.	Masterfully evaluates musical works and performances, applying established criteria.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

5.GM.R3.A	musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, creates	Inconsistently evaluates musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, creates a rubric for evaluating music performances.	Sufficiently evaluates musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, creates a rubric for evaluating music performances.	Exceptionally evaluates musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, creates a rubric for evaluating music performances.	Masterfully evaluates musical works and performances, applying established criteria, citing evidence from the elements of music; with teacher guidance, creates a rubric for evaluating music performances.		Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.R3.A	Insufficiently applies teacher-provided criteria to evaluates musical works or performances.	Inconsistently applies teacher-provided criteria to evaluates musical works or performances.	Sufficiently applies teacher provided criteria to evaluates musical works or performances.	Exceptionally applies teacher-provided criteria to evaluates musical works or performances.	Masterfully applies teacher-provided criteria to evaluates musical works or performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.GM.R3.A	Insufficiently selects from teacher-provided criteria to evaluate musical works or performances.	Inconsistently selects from teacher-provided criteria to evaluate musical works or performances.	Sufficiently selects from teacher-provided criteria to evaluate musical works or performances.	Exceptionally selects from teacher-provided criteria to evaluate musical works or performances.	Masterfully selects from teacher-provided criteria to evaluate musical works or performances.		Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.GM.R3.A	Insufficiently applies appropriate personally-developed criteria to evaluate musical works or performances.	Inconsistently applies appropriate personally-developed criteria to evaluate musical works or performances.	Sufficiently applies appropriate personally-developed criteria to evaluate musical works or performances.	Exceptionally applies appropriate personally-developed criteria to evaluate musical works or performances.	Masterfully applies appropriate personally-developed criteria to evaluate musical works or performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.R3.A	Insufficiently applies appropriate criteria to evaluate varied musical works and performances.	Inconsistently applies appropriate criteria to evaluate varied musical works and performances.	Sufficiently applies appropriate criteria to evaluate varied musical works and performances.	Exceptionally applies appropriate criteria to evaluate varied musical works and performances.	Masterfully applies appropriate criteria to evaluate varied musical works and performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.R3.B	preferences using appropriate terminology,	Inconsistently identifies and justifies musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.	Sufficiently identifies and justifies musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.	Exceptionally identifies and justifies musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.	Masterfully identifies and justifies musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

The recommended method of viewing scoring rubrics is within the TEAM Portfolio online system.

*Levels 6 and 7 should only be used for student work that is rated at an advanced level at point A as developmentally appropriate.

DOMAIN: CONNECT

	CONNECT: FOUNDATION Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors									
STANDARD	1	2	3	4	5	6*	7*			
K.GM.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels			
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	how interests, knowledge,	growth from the Level 5	of growth from the Level 5			
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	criteria descriptor for this	criteria descriptor for this			
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and	particular grade- or course	particular grade- or course			
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.			
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and					
	responding to music (such	responding to music (such	responding to music (such	responding to music (such	responding to music (such					
	as expressing personal	as expressing personal	as expressing personal	as expressing personal	as expressing personal					
	preferences in music or	preferences in music or	preferences in music or	preferences in music or	preferences in music or					
	how music is used in daily	how music is used in daily	how music is used in daily	how music is used in daily	how music is used in daily					
	life).	life).	life).	life).	life).					
1.GM.Cn1.A	Insufficiently	Inconsistently		Exceptionally		Demonstrates one level of				
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	, ,	growth from the Level 5	of growth from the Level 5			
		interests, knowledge, and		interests, knowledge, and	and skills relate to	· ·	criteria descriptor for this			
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and		particular grade- or course			
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.			
		creating, performing, and	performing, and	creating, performing, and	performing, and					
	responding to music (such	responding to music (such	responding to music (such	responding to music (such	responding to music (such					
	as expressing personal	as expressing personal	as expressing personal	as expressing personal	as expressing personal					
	preferences in music or	preferences in music or	preferences in music or	preferences in music or	preferences in music or					
	how music is used in daily	how music is used in daily	how music is used in daily	how music is used in daily	how music is used in daily					
	life).	life).	life).	life).	life).					
2.GM.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels			
	demonstrates how	demonstrates how	1	demonstrates how	how interests, knowledge,	growth from the Level 5	of growth from the Level 5			
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	0	criteria descriptor for this			
	skills relate to personal	skills relate to personal		skills relate to personal	personal choices and	particular grade- or course	· ·			
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.			
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and					
	0,	responding to music (such	ļ,	J., J.	responding to music (such					
	as expressing personal	as expressing personal	· -	as expressing personal	as expressing personal					
	preferences in music or	preferences in music or		preferences in music or	preferences in music or					
	l'	how music is used in daily	how music is used in daily	l'	how music is used in daily					
	life).	life).	life).	life).	life).					
	mc <i>j</i> .	III C J .	III C.J.	iiic).	iiic).					

3.GM.Cn.A	skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).		Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.Cn1.A	creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	as identifying pieces of music that are important to one's family or how	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
5.GM.Cn1.A	creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	as identifying pieces of	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as identifying pieces of music that are important to one's family or how music is used in daily life).		Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
6.GM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	l '	·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

7.GM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating performing, and responding to music.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS.GM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	skills relate to personal choices and intent when	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

CONNECT: FOUNDATION Cn2: Relate artistic ideas and works with societal, cultural, and historical context								
STANDARD	1	2	3	4	5	6*	7*	
K.GM.Cn2.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels	
	demonstrates	demonstrates	understanding of	demonstrates	understanding of	growth from the Level 5	of growth from the Level 5	
	understanding of	understanding of	relationships between	understanding of	relationships between	criteria descriptor for this	criteria descriptor for this	
	relationships between	relationships between	music and the other arts,	relationships between	music and the other arts,	particular grade- or course-	particular grade- or course-	
	music and the other arts,	music and the other arts,	other disciplines, varied	music and the other arts,	other disciplines, varied	level expectation.	level expectation.	
	other disciplines, varied	other disciplines, varied	contexts, and/or daily life	other disciplines, varied	contexts, and/or daily life			
	contexts, and/or daily life	contexts, and/or daily life	(such as exploring the	contexts, and/or daily life	(such as exploring the			
	(such as exploring the	(such as exploring the	connection between	(such as exploring the	connection between			
	connection between	connection between	poems and songs through	connection between	poems and songs through			
	poems and songs through	poems and songs through	rhyme).	poems and songs through	rhyme).			
	rhyme).	rhyme).		rhyme).				

1.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the relationship between songs and historical events).	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
2.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connections between art and music).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
3.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as understanding the science of sound).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
4.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as the connection between fractions and rhythm values).	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

5.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as comparing how music is used in various cultures and performing it).	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS.GM.Cn2.A	Insufficiently demonstrates understanding of relationships between music and other disciplines, history, culture, and daily life.	Inconsistently demonstrates understanding of relationships between music and other disciplines, history, culture, and daily life.	Sufficiently demonstrates understanding of relationships between music and other disciplines, history, culture, and daily life.	Exceptionally demonstrates understanding of relationships between music and other disciplines, history, culture, and daily life.	Masterfully demonstrates understanding of relationships between music and other disciplines, history, culture, and daily life.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.