

**General Music K-12**

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 P1: Select, analyze, and interpret artistic work for performance**

STANDARD	1	2	3	4	5	6*	7*
<b>K.GM.P1.A</b>	Insufficiently (with guidance) explores and experiences music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Inconsistently (with guidance) explores and experiences music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Sufficiently (with guidance) explores and experiences music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Exceptionally (with guidance) explores and experiences music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Masterfully (with guidance) explores and experiences music concepts such as pitch, rhythms, vocal timbres, movement, musical contrasts, textures, sequence, and ways to define 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 course-level expectation.
<b>K.GM.P1.B</b>	Insufficiently (with guidance) using voices, instruments, or movement, explores and demonstrates awareness of music contrasts* in a variety of music selected for performance.	Inconsistently (with guidance) using voices, instruments, or movement, explores and demonstrates awareness of music contrasts* in a variety of music selected for performance.	Sufficiently (with guidance) using voices, instruments, or movement, explores and demonstrates awareness of music contrasts* in a variety of music selected for performance.	Exceptionally (with guidance) using voices, instruments, or movement, explores and demonstrates awareness of music contrasts* in a variety of music selected for performance.	Masterfully (with guidance) using voices, instruments, or movement, explores and demonstrates awareness of music contrasts* in a variety of music selected for 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.
<b>K.GM.P1.C</b>	Insufficiently (with guidance) using voices, instruments, or movement, demonstrates awareness of expressive qualities (such as voice quality, dynamics, or tempo).	Inconsistently (with guidance) using voices, instruments, or movement, demonstrates awareness of expressive qualities (such as voice quality, dynamics, or tempo).	Sufficiently (with guidance) using voices, instruments, or movement, demonstrates awareness of expressive qualities (such as voice quality, dynamics, or tempo).	Exceptionally (with guidance) using voices, instruments, or movement, demonstrates awareness of expressive qualities (such as voice quality, dynamics, or tempo).	Masterfully (with guidance) using voices, instruments, or movement, demonstrates awareness of expressive qualities (such as voice quality, dynamics, or tempo).	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.
<b>I.GM.P1.A</b>	Insufficiently (with limited guidance) demonstrates and discusses personal interest in, knowledge about, and purpose of varied musical selections.	Inconsistently (with limited guidance) demonstrates and discusses personal interest in, knowledge about, and purpose of varied musical selections.	Sufficiently (with limited guidance) demonstrates and discusses personal interest in, knowledge about, and purpose of varied musical selections.	Exceptionally (with limited guidance) demonstrates and discusses personal interest in, knowledge about, and purpose of varied musical selections.	Masterfully (with limited guidance) demonstrates and discusses personal interest in, knowledge about, and purpose of varied musical selections.	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.

<b>1.GM.P1.B</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.	Inconsistently (with limited guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Sufficiently (with limited guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Exceptionally (with limited guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Masterfully (with limited guidance) using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for 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.
<b>1.GM.P1.C</b>	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 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.
<b>1.GM.P1.D</b>	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.	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.
<b>2.GM.P1.A</b>	Insufficiently 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).	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).	Sufficiently 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).	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 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.
<b>2.GM.P1.B</b>	Insufficiently using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Inconsistently using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Sufficiently using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Exceptionally using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for performance.	Masterfully using voices, instruments, or movement, demonstrates knowledge of music concepts in music from a variety of cultures selected for 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.

<b>2.GM.P1.C</b>	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 course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
<b>2.GM.P1.D</b>	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.	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.
<b>3.GM.P1.A</b>	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.	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.
<b>3.GM.P1.B</b>	Insufficiently demonstrates understanding of the structure and elements of music (such as rhythm or melodic direction) in music selected for performance.	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.	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.
<b>3.GM.P1.C</b>	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.	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.
<b>3.GM.P1.D</b>	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.	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.

<b>4.GM.P1.A</b>	Insufficiently demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Inconsistently demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Sufficiently demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Exceptionally demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Masterfully demonstrates (through performance) and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	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.
<b>4.GM.P1.B</b>	Insufficiently demonstrates understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	Inconsistently demonstrates understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for performance.	Sufficiently 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.	Masterfully demonstrates understanding of the structure and the elements of music (such as rhythm, pitch, and form) in music selected for 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.
<b>4.GM.P1.C</b>	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.	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.
<b>4.GM.P1.D</b>	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.	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.
<b>5.GM.P1.A</b>	Insufficiently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Inconsistently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Sufficiently demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Exceptionally demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	Masterfully demonstrates and explains how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill.	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.
<b>5.GM.P1.B</b>	Insufficiently demonstrates understanding of the structure and elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.	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.	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.

<b>5.GM.P1.C</b>	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 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.
<b>5.GM.P1.D</b>	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.	Exceptionally analyzing selected music, reads and performs using standard notation in treble clef with voice, body percussion, and/or instrument.	Masterfully analyzing selected music, reads and performs using standard notation in treble clef with voice, body percussion, and/or instrument.	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.
<b>6.GM.P1.A</b>	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.	Exceptionally applies teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explains why each was chosen.	Masterfully applies teacher-provided criteria for selecting music to perform for a specific purpose and/or context and explains why each was chosen.	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.
<b>6.GM.P1.B</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.	Exceptionally explains how understanding the structure and the elements of music are used in music selected for performance.	Masterfully explains how understanding the structure and the elements of music are used in music selected for 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.
<b>6.GM.P1.C</b>	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.	Exceptionally 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.	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.	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.

<b>7.GM.P1.A</b>	Insufficiently 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.	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 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.
<b>7.GM.P1.B</b>	Insufficiently explains and demonstrates the structure of contrasting pieces of music selected for performance and how elements of music are used.	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.	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.
<b>7.GM.P1.C</b>	Insufficiently analyzes selected music, reads and identifies by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	Inconsistently analyzes selected music, reads and identifies by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	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.	Masterfully analyzes selected music, reads and identifies by name or function standard symbols for rhythm, pitch, articulation, dynamics, tempo, and form.	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.
<b>7.GM.P1.D</b>	Insufficiently identifies how cultural and historical context inform performances and result in different music interpretations.	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 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.
<b>7.GM.P1.E</b>	Insufficiently 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.	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 course-level expectation.

<b>8.GM.P1.A</b>	Insufficiently 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.	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.	Sufficiently 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.	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 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.
<b>8.GM.P1.B</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.	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.
<b>8.GM.P1.C</b>	Insufficiently analyzes selected music, sight reads in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	Inconsistently analyzes selected music, sight reads in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	Sufficiently analyzes selected music, sight reads in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.	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.	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.
<b>8.GM.P1.D</b>	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.	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.
<b>HS.GM.P1.A</b>	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 course-level expectation.
<b>HS.GM.P1.B</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.	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.

<b>HS.GM.P1.C</b>	Insufficiently defends and describes repertoire choices using appropriate musical vocabulary.	Inconsistently defends and describes repertoire choices using appropriate musical vocabulary.	Sufficiently defends and describes repertoire choices using appropriate musical vocabulary.	Exceptionally defends and describes repertoire choices using appropriate musical vocabulary.	Masterfully defends and describes repertoire choices using appropriate musical vocabulary.	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.
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**PERFORM: FOUNDATION P2: Develop and refine artistic techniques and work for performance**

<b>STANDARD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6*</b>	<b>7*</b>
<b>K.GM.P2.A</b>	Insufficiently (with guidance) applies feedback to refine performances.	Inconsistently (with guidance) applies feedback to refine performances.	Sufficiently (with guidance) applies feedback to refine performances.	Exceptionally (with guidance) applies feedback to refine performances.	Masterfully (with guidance) applies feedback to refine 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.
<b>K.GM.P2.B</b>	Insufficiently (with guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	Inconsistently (with guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	Sufficiently (with guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	Exceptionally (with guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	Masterfully (with guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as voice quality, dynamics, or tempo).	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.
<b>1.GM.P2.A</b>	Insufficiently (with limited guidance) applies feedback to refine performances.	Inconsistently (with limited guidance) applies feedback to refine performances.	Sufficiently (with limited guidance) applies feedback to refine performances.	Exceptionally (with limited guidance) applies feedback to refine performances.	Masterfully (with limited guidance) applies feedback to refine 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.
<b>1.GM.P2.B</b>	Insufficiently (with limited guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).	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).	Exceptionally (with limited guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).	Masterfully (with limited guidance) uses suggested strategies in rehearsal to improve the expressive qualities of music (such as dynamics, voice quality, and tempo).	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.
<b>2.GM.P2.A</b>	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.	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.

<b>2.GM.P2.B</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.	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.
<b>3.GM.P2.A</b>	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.	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.
<b>3.GM.P2.B</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.	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.
<b>4.GM.P2.A</b>	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.	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.
<b>4.GM.P2.B</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.	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.
<b>5.GM.P2.A</b>	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.	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.

<b>5.GM.P2.B</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.	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.
<b>6.GM.P2.A</b>	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.	Exceptionally 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.	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.	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.
<b>7.GM.P2.A</b>	Insufficiently 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.	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.	Sufficiently 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.	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.	Masterfully 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.	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.
<b>8.GM.P2.A</b>	Insufficiently 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.	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.	Sufficiently 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.	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 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.

<b>HS.GM.P2.A</b>	Insufficiently interprets standard or non-traditional music notation and expressive elements to convey artistic ideas.	Inconsistently interprets standard or non-traditional music notation and expressive elements to convey artistic ideas.	Sufficiently interprets standard or non-traditional music notation and expressive elements to convey artistic ideas.	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.	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.
<b>HS.GM.P2.B</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.	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.
<b>HS.GM.P2.C</b>	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.	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.

<b>PERFORM: FOUNDATION P3: Convey and express meaning through the presentation of artistic work</b>							
<b>STANDARD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6*</b>	<b>7*</b>
<b>K.GM.P3.A</b>	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.	Exceptionally (with guidance) sings, alone and with others, with expression.	Masterfully (with guidance) sings, alone and with others, with expression.	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.
<b>K.GM.P3.B</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.	Sufficiently (with guidance) using body percussion and/or instruments, preforms, alone and with others, with expression.	Exceptionally (with guidance) using body percussion and/or instruments, preforms, alone and with others, with expression.	Masterfully (with guidance) using body percussion and/or instruments, preforms, alone and with others, with expression.	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.
<b>K.GM.P3.C</b>	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.	Sufficiently performs appropriately for the audience; demonstrates appropriate posture, and evaluates performance etiquette.	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.	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.







<b>5.GM.P3.C</b>	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.
<b>5.GM.P3.D</b>	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.
<b>6.GM.P3.A</b>	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.	Exceptionally performs music with technical accuracy to convey the creator's intent.	Masterfully performs music with technical accuracy to convey the creator's 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 course-level expectation.
<b>6.GM.P3.B</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.	Exceptionally demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	Masterfully demonstrates performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue and purpose.	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.
<b>7.GM.P3.A</b>	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 accuracy and stylistic expression to convey the creator's intent.	Masterfully performs music with technical accuracy and stylistic expression to convey the creator's 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 course-level expectation.
<b>7.GM.P3.B</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.	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.

<b>8.GM.P3.A</b>	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.	Exceptionally performs music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.	Masterfully performs music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's 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 course-level expectation.
<b>8.GM.P3.B</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.	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.
<b>HS.GM.P3.A</b>	Insufficiently employs appropriate performance techniques and/or practice to present artistic works using varied sound sources.	Inconsistently employs appropriate performance techniques and/or practice to present artistic works using varied sound sources.	Sufficiently employs appropriate performance techniques and/or practice to present artistic works using varied sound sources.	Exceptionally employs appropriate performance techniques and/or practice to present artistic works using varied sound sources.	Masterfully employs appropriate performance techniques and/or practice to present artistic works using varied sound 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 course-level expectation.
<b>HS.GM.P3.B</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.	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.
<b>HS.GM.P3.C</b>	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.	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.
<b>HS.GM.P3.D</b>	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.	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.

**General Music K-12**

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 conceptualize artistic ideas and work**

STANDARD	1	2	3	4	5	6*	7*
<b>K.GM.Cr1.A</b>	Insufficiently (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Inconsistently (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Sufficiently (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Exceptionally (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define music.	Masterfully (with guidance) explores and experiences music concepts such as pitch, short rhythms, different vocal timbres, movement, musical contrasts, textures, sequence, and ways to define 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 course-level expectation.
<b>K.GM.Cr1.B</b>	Insufficiently (with guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically and non-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.	Sufficiently (with guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.	Exceptionally (with guidance) using voices, body percussion, instruments, and movement, improvises musical ideas (rhythmically and non-rhythmically) to accompany songs, poems, stories, or listening examples.	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 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.
<b>1.GM.Cr1.A</b>	Insufficiently (with limited guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.	Inconsistently (with limited guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.	Sufficiently (with limited guidance) explores and improvises musical ideas such as pitch, short rhythms, different vocal or instrumental timbres, musical textures, or movement.	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.	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.

<b>1.GM.Cr1.B</b>	Insufficiently (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.	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.	Sufficiently (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 (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.	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.	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.
<b>2.GM.Cr1.A</b>	Insufficiently uses pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.	Inconsistently uses pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.	Sufficiently uses pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.	Exceptionally uses pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.	Masterfully uses pentatonic melodies, short rhythms, movement, and vocal/instrumental timbres to improvise rhythmic/melodic patterns and movement.	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.
<b>2.GM.Cr1.B</b>	Insufficiently uses body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).	Inconsistently uses body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).	Sufficiently uses body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).	Exceptionally uses body percussion, instruments, movement, singing, and/or vocal timbres to generate musical ideas (such as rhythm patterns, pentatonic melodies, etc.).	Masterfully uses body percussion, instruments, movement, singing, and/or vocal timbres to generate 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 course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
<b>3.GM.Cr1.A</b>	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).	Inconsistently 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).	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).	Exceptionally 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).	Masterfully 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).	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.
<b>3.GM.Cr1.B</b>	Insufficiently uses parameters such as improvising/composing a 2-4 measure musical idea, a pentatonic melody, or a rhythm pattern using limited note values to generate musical ideas.	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 generate 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 generate 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 generate 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 generate 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.

<b>4.GM.Cr1.A</b>	Insufficiently 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.).	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.).	Sufficiently 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.).	Exceptionally 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.).	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.).	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.
<b>4.GM.Cr1.B</b>	Insufficiently 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.	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.	Sufficiently 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.	Exceptionally 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.	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.	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.
<b>5.GM.Cr1.A</b>	Insufficiently 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.).	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.).	Sufficiently 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.).	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.).	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.

<b>5.GM.Cr1.B</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.	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.
<b>6.GM.Cr1.A</b>	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.	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.
<b>7.GM.Cr1.A</b>	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.	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.
<b>8.GM.Cr1.A</b>	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.	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.
<b>HS.GM.Cr1.A</b>	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.	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.

CREATE: FOUNDATION Cr2: Organize and develop artistic ideas and work							
STANDARD	1	2	3	4	5	6*	7*
<b>K.GM.Cr2.A</b>	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.	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.
<b>K.GM.Cr2.B</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.	Exceptionally (with guidance) using digital media or pictures to notate a short musical idea, organizes personal musical ideas using iconic notation and/or recording technology.	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.	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.
<b>1.GM.Cr2.A</b>	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.	Exceptionally (with limited guidance) using short musical ideas to be performed, demonstrates and discusses personal reasons for selecting musical ideas.	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.
<b>1.GM.Cr2.B</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 course-level expectation.
<b>2.GM.Cr2.A</b>	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 course-level expectation.

<b>2.GM.Cr2.B</b>	Insufficiently 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.).	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 course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
<b>3.GM.Cr2.A</b>	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 course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
<b>3.GM.Cr2.B</b>	Insufficiently uses iconic standard notation and/or recording technology to sequence and document personal musical ideas (such as grade-appropriate 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 grade-appropriate 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 grade-appropriate 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 grade-appropriate 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 grade-appropriate 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.
<b>4.GM.Cr2.A</b>	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.
<b>4.GM.Cr2.B</b>	Insufficiently uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Inconsistently uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Sufficiently uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Exceptionally uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, simple harmonies, introduction, coda, interlude, etc.).	Masterfully uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate 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 course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

<b>5.GM.Cr2.A</b>	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.
<b>5.GM.Cr2.B</b>	Insufficiently uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Inconsistently uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Sufficiently uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Exceptionally uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, introduction, coda, interlude, etc.).	Masterfully uses notation and/or recording technology to document personal musical ideas (such as grade-appropriate rhythm/melodic pattern, two-chord harmonies, 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.
<b>6.GM.Cr2.A</b>	Insufficiently 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.	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 course-level expectation.
<b>6.GM.Cr2.B</b>	Insufficiently 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.	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.	Masterfully 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.	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.

<b>7.GM.Cr2.A</b>	Insufficiently 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.	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.	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.
<b>7.GM.Cr2.B</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.	Sufficiently uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	Exceptionally uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	Masterfully uses standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences.	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.
<b>8.GM.Cr2.A</b>	Insufficiently 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.	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.	Exceptionally 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.	Masterfully 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.	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.
<b>HS.GM.Cr2.A</b>	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 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.

<b>HS.GM.Cr2.B</b>	Insufficiently develops ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.	Inconsistently develops ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.	Sufficiently develops ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.	Exceptionally develops ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.	Masterfully develops ideas or concepts into student-generated works that demonstrate musical structure and expressive elements.	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.
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**CREATE: FOUNDATION Cr2: Cr3: Refine and complete artistic work**

<b>STANDARD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6*</b>	<b>7*</b>
<b>K.GM.Cr3.A</b>	Insufficiently (with guidance) using teacher-given vocabulary, applies feedback to refine personal musical ideas.	Inconsistently (with guidance) using teacher-given vocabulary, applies feedback to refine personal musical ideas.	Sufficiently (with guidance) using teacher-given vocabulary, applies feedback to refine personal musical ideas.	Exceptionally (with guidance) using teacher-given vocabulary, applies feedback to refine personal musical ideas.	Masterfully (with guidance) using teacher-given vocabulary, applies feedback to refine personal 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.
<b>K.GM.Cr3.B</b>	Insufficiently (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Inconsistently (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Sufficiently (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Exceptionally (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Masterfully (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal 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.
<b>1.GM.Cr3.A</b>	Insufficiently (with limited guidance) using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discusses and applies feedback to refine personal musical ideas.	Inconsistently (with limited guidance) using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discusses and applies feedback to refine personal musical ideas.	Sufficiently (with limited guidance) using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discusses and applies feedback to refine personal musical ideas.	Exceptionally (with limited guidance) using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discusses and applies feedback to refine personal musical ideas.	Masterfully (with limited guidance) using vocabulary such as voices/instruments, beginning, middle, sequence, and ending, discusses and applies feedback to refine personal 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.
<b>1.GM.Cr3.B</b>	Insufficiently (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Inconsistently (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Sufficiently (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Exceptionally (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal musical ideas.	Masterfully (with guidance) using created vocal, instrumental, or movement pieces, demonstrates a final version of personal 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.
<b>2.GM.Cr3.A</b>	Insufficiently interprets and applies feedback, using vocabulary such as voices/instruments, same/different, introduction sequence, and coda, to revise personal music.	Inconsistently interprets and applies feedback, using vocabulary such as voices/instruments, same/different, introduction sequence, and coda, to revise personal music.	Sufficiently interprets and applies feedback, using vocabulary such as voices/instruments, same/different, introduction sequence, and coda, to revise personal music.	Exceptionally interprets and applies feedback, using vocabulary such as voices/instruments, same/different, introduction sequence, and coda, to revise personal music.	Masterfully interprets and applies feedback, using vocabulary such as voices/instruments, same/different, introduction sequence, and coda, to revise personal 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 course-level expectation.

<b>2.GM.Cr3.B</b>	Insufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces.	Inconsistently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces.	Sufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces.	Exceptionally demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces.	Masterfully demonstrates a final version of personal musical ideas using created vocal, instrumental, or movement pieces.	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.
<b>3.GM.Cr3.A</b>	Insufficiently interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.	Inconsistently interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.	Sufficiently interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.	Exceptionally interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal music.	Masterfully interprets and applies feedback, using vocabulary such as introduction, sequence, interlude, coda, and grade-appropriate musical characteristics, to revise personal 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 course-level expectation.
<b>3.GM.Cr3.B</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.	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.
<b>4.GM.Cr3.A</b>	Insufficiently interprets and applies collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	Inconsistently interprets and applies collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	Sufficiently interprets and applies collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	Exceptionally interprets and applies collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	Masterfully interprets and applies collaboratively developed feedback to revise personal music over time, such as a created introduction, sequence, interlude, and/or coda.	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.
<b>4.GM.Cr3.B</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.	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.

<b>5.GM.Cr3.A</b>	In insufficiently interprets and 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 characteristics of a created piece of music.	In consistently interprets and 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 characteristics of a created piece of music.	Sufficiently interprets and 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 characteristics of a created piece of music.	Exceptionally interprets and 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 characteristics of a created piece of music.	Masterfully interprets and 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 characteristics of a created piece of 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 course-level expectation.
<b>5.GM.Cr3.B</b>	In insufficiently demonstrates a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.	In consistently 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.	Exceptionally demonstrates a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through performance.	Masterfully demonstrates a final version of personal musical ideas using created vocal, instrumental, movement, or two-part created pieces through 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.
<b>6.GM.Cr3.A</b>	In insufficiently self-evaluates one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.	In consistently self-evaluates one's work, applying teacher-provided criteria such as application of selected elements of music and use of sound sources.	Sufficiently 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.	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.
<b>6.GM.Cr3.B</b>	In insufficiently describes the rationale for making revisions to music based on evaluation criteria and feedback from a teacher.	In consistently 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.	Masterfully describes the rationale for making revisions to music based on evaluation criteria and feedback from a teacher.	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.

<b>6.GM.Cr3.C</b>	Insufficiently 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.	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 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.
<b>7.GM.Cr3.A</b>	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 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.
<b>7.GM.Cr3.B</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 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.
<b>7.GM.Cr3.C</b>	Insufficiently 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.	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.	Exceptionally 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.	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 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.

<b>8.GM.Cr3.A</b>	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.	Sufficiently self-evaluates one's work by selecting and applying criteria, including appropriate application of compositional techniques, style, form, and use of sound sources.	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 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.
<b>8.GM.Cr3.B</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.	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.
<b>8.GM.Cr3.C</b>	Insufficiently 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.	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.	Sufficiently 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.	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 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.
<b>HS.GM.Cr3.A</b>	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 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.
<b>HS.GM.Cr3.B</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 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.

<b>HS.GM.Cr3.C</b>	Insufficiently presents and defends the final version of student-generated works.	Inconsistently presents and defends the final version of student-generated works.	Sufficiently presents and defends the final version of student-generated works.	Exceptionally presents and defends the final version of student-generated works.	Masterfully presents and defends the final version of student-generated works.	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.
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**General Music K-12**

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 R1: Perceive and analyze artistic work**

STANDARD	1	2	3	4	5	6*	7*
<b>K.GM.R1.A</b>	Insufficiently (with guidance) lists personal interests and experiences explaining musical preference.	Inconsistently (with guidance) lists personal interests and experiences explaining musical preference.	Sufficiently (with guidance) lists personal interests and experiences explaining musical preference.	Exceptionally (with guidance) lists personal interests and experiences explaining musical preference.	Masterfully (with guidance) lists personal interests and experiences explaining musical preference.	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.
<b>1.GM.R1.A</b>	Insufficiently (with limited guidance) identifies and explains how personal interests and experience influence musical selection.	Inconsistently (with limited guidance) identifies and explains how personal interests and experience influence musical selection.	Sufficiently (with limited guidance) identifies and explains how personal interests and experience influence musical selection.	Exceptionally (with limited guidance) identifies and explains how personal interests and experience influence musical selection.	Masterfully (with limited guidance) identifies and explains how personal interests and experience influence musical selection.	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.
<b>1.GM.R1.B</b>	Insufficiently (with limited guidance, demonstrates music concepts (such as steady beat or singing voice) in various styles of music.	Inconsistently (with limited guidance, demonstrates music concepts (such as steady beat or singing voice) in various styles of music.	Sufficiently (with limited guidance, demonstrates music concepts (such as steady beat or singing voice) in various styles of music.	Exceptionally (with limited guidance, demonstrates music concepts (such as steady beat or singing voice) in various styles of music.	Masterfully (with limited guidance, demonstrates music concepts (such as steady beat or singing voice) in various styles of 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 course-level expectation.
<b>2.GM.R1.A</b>	Insufficiently identifies and explains how personal interests and experience influence musical selection; lists and explains personal musical interests.	Inconsistently identifies and explains how personal interests and experience influence musical selection; lists and explains personal musical interests.	Sufficiently identifies and explains how personal interests and experience influence musical selection; lists and explains personal musical interests.	Exceptionally identifies and explains how personal interests and experience influence musical selection; lists and explains personal musical interests.	Masterfully identifies and explains how personal interests and experience influence musical selection; lists and explains personal musical interests.	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.
<b>2.GM.R1.B</b>	Insufficiently describes how specific music concepts are used to support a specific purpose in music; demonstrates and identifies how specific musical concepts are used in various styles of music (such as meter and timbre).	Inconsistently describes how specific music concepts are used to support a specific purpose in music; demonstrates and identifies how specific musical concepts are used in various styles of music (such as meter and timbre).	Sufficiently describes how specific music concepts are used to support a specific purpose in music; demonstrates and identifies how specific musical concepts are used in various styles of music (such as meter and timbre).	Exceptionally describes how specific music concepts are used to support a specific purpose in music; demonstrates and identifies how specific musical concepts are used in various styles of music (such as meter and timbre).	Masterfully describes how specific music concepts are used to support a specific purpose in music; demonstrates and identifies how specific musical concepts are used in various styles of music (such as meter and timbre).	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.

<b>3.GM.R1.A</b>	Insufficiently 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).	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).	Sufficiently 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).	Exceptionally 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).	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).	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.
<b>3.GM.R1.B</b>	Insufficiently 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).	Inconsistently 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).	Sufficiently 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).	Exceptionally 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).	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).	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.
<b>3.GM.R1.C</b>	Insufficiently 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 teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).	Inconsistently 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 teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).	Sufficiently 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 teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).	Exceptionally 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 teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).	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 teacher-given parameters (such as by guided questioning, using an element of music, or music vocabulary).	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.

<b>4.GM.R1.A</b>	Insufficiently 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.).	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.).	Masterfully 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.).	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.
<b>4.GM.R1.B</b>	Insufficiently 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).	Inconsistently 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).	Sufficiently 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).	Exceptionally 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).	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 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.
<b>4.GM.R1.C</b>	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, teacher-selected 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, 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, teacher-selected 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, teacher-selected orchestral instruments, 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.
<b>5.GM.R1.A</b>	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 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.

<b>5.GM.R1.B</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).	Exceptionally 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).	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).	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.
<b>5.GM.R1.C</b>	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, teacher-selected 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, 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, teacher-selected 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, teacher-selected orchestral instruments, 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.
<b>6.GM.R1.A</b>	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.	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.
<b>6.GM.R1.B</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.	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.
<b>6.GM.R1.C</b>	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.	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.

<b>7.GM.R1.A</b>	Insufficiently selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	Inconsistently selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	Sufficiently selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	Exceptionally selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	Masterfully selects or chooses contrasting music to listen to and compares the connections to specific interests or experiences for a specific purpose.	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.
<b>7.GM.R1.B</b>	Insufficiently classifies and explains how the elements of music and expressive qualities relate to the structure of contrasting pieces.	Inconsistently 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.	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.
<b>7.GM.R1.C</b>	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.	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.
<b>8.GM.R1.A</b>	Insufficiently 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.	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.	Sufficiently 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.	Exceptionally 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.	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.	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.
<b>8.GM.R1.B</b>	Insufficiently compares how the elements of music and expressive qualities relate to the structure within programs of music.	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 programs of music.	Exceptionally compares how the elements of music and expressive qualities relate to the structure within programs of music.	Masterfully compares how the elements of music and expressive qualities relate to the structure within programs of 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 course-level expectation.
<b>8.GM.R1.C</b>	Insufficiently identifies and compares the context of programs of music from a variety of genres, cultures, and historical periods.	Inconsistently identifies and compares the context of programs of music from a variety of genres, cultures, and historical periods.	Sufficiently identifies and compares the context of programs of music from a variety of genres, cultures, and historical periods.	Exceptionally identifies and compares the context of programs of music from a variety of genres, cultures, and historical periods.	Masterfully identifies and compares the context of programs of music from a variety of genres, cultures, and historical periods.	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.

<b>HS.GM.R1.A</b>	Insufficiently identifies and describes the elements of music in visual and aural examples using appropriate vocabulary.	Inconsistently identifies and describes the elements of music in visual and aural examples using appropriate vocabulary.	Sufficiently identifies and describes the elements of music in visual and aural examples using appropriate vocabulary.	Exceptionally identifies and describes the elements of music in visual and aural examples using appropriate vocabulary.	Masterfully identifies and describes the elements of music in visual and aural examples using appropriate vocabulary.	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.
<b>HS.GM.R1.B</b>	Insufficiently uses suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.	Inconsistently uses suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.	Sufficiently uses suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.	Exceptionally uses suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.	Masterfully uses suitable terminology and concepts to compare and contrast music from various historical periods, styles, and cultures within the appropriate context.	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.

<b>RESPOND: FOUNDATION R2: Interpret intent and meaning in artistic work</b>							
<b>STANDARD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6*</b>	<b>7*</b>
<b>K.GM.R2.A</b>	Insufficiently (with guidance) demonstrates awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics) in a listening selection.	Inconsistently (with guidance) demonstrates awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics) in a listening selection.	Sufficiently (with guidance) demonstrates awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics) in a listening selection.	Exceptionally (with guidance) demonstrates awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics) in a listening selection.	Masterfully (with guidance) demonstrates awareness of music concepts (such as same/different sections of music, musical sounds, or simple musical characteristics) in a listening selection.	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.
<b>1.GM.R2.A</b>	Insufficiently (with limited guidance) identifies expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	Inconsistently (with limited guidance) identifies expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	Sufficiently (with limited guidance) identifies expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	Exceptionally (with limited guidance) identifies expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	Masterfully (with limited guidance) identifies expressive qualities or other characteristics of music (such as same/different sections within a simple form, types of voices, or individual instruments and identifying how sound is produced).	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.

<b>2.GM.R2.A</b>	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).	Sufficiently 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).	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).	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.
<b>3.GM.R2.A</b>	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
<b>4.GM.R2.A</b>	Insufficiently 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).	Inconsistently 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).	Sufficiently 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).	Exceptionally 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).	Masterfully 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 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.
<b>5.GM.R2.A</b>	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).	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.
<b>6.GM.R2.A</b>	Insufficiently 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.	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.	Sufficiently 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.	Exceptionally 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, within genres and cultural and historical context, 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 course-level expectation.

<b>7.GM.R2.A</b>	Insufficiently describes a personal interpretation of contrasting works, and explains how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Inconsistently describes a personal interpretation of contrasting works, and explains how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Sufficiently describes a personal interpretation of contrasting works, and explains how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Exceptionally describes a personal interpretation of contrasting works, and explains how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, convey expressive intent.	Masterfully describes a personal interpretation of contrasting works, and explains how creators' and performers' application of the elements of music and expressive qualities, within genres, cultures, and historical periods, 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 course-level expectation.
<b>8.GM.R2.A</b>	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 course-level expectation.
<b>HS.GM.R2.A</b>	Insufficiently 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 significance.	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 significance.	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 significance.	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 significance.	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 significance.	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.
<b>HS.GM.R2.B</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 course-level expectation.

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

<b>K.GM.R3.A</b>	Insufficiently (with guidance) applies personal preferences in the evaluation of music and discusses a musical performance.	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.	Exceptionally (with guidance) applies personal preferences in the evaluation of music and discusses a musical performance.	Masterfully (with guidance) applies personal preferences in the evaluation of music and discusses a musical 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.
<b>1.GM.R3.A</b>	Insufficiently (with limited guidance) applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate vocabulary.	Inconsistently (with limited guidance) applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate vocabulary.	Sufficiently (with limited guidance) applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate vocabulary.	Exceptionally (with limited guidance) applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate vocabulary.	Masterfully (with limited guidance) applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate vocabulary.	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.
<b>2.GM.R3.A</b>	Insufficiently applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate music vocabulary.	Inconsistently applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate music vocabulary.	Sufficiently applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate music vocabulary.	Exceptionally applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate music vocabulary.	Masterfully applies personal preferences in the evaluation of music; discusses a musical performance using grade-appropriate music vocabulary.	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.
<b>3.GM.R3.A</b>	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 teacher-given criteria.	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.	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.
<b>4.GM.R3.A</b>	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.	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.

<b>5.GM.R3.A</b>	Insufficiently 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.	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 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.
<b>6.GM.R3.A</b>	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.
<b>7.GM.R3.A</b>	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 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.
<b>8.GM.R3.A</b>	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.
<b>HS.GM.R3.A</b>	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 course-level expectation.
<b>HS.GM.R3.B</b>	Insufficiently identifies and justifies musical preferences using appropriate terminology, context, student opinion, and personal research gathered from varied sources.	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 course-level expectation.

**General Music K-12**

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*
<b>K.GM.Cn1.A</b>	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music 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 expressing personal preferences in music or how music is used in daily life).	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.
<b>1.GM.Cn1.A</b>	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music 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 expressing personal preferences in music or how music is used in daily life).	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.
<b>2.GM.Cn1.A</b>	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music or how music is used in daily life).	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music (such as expressing personal preferences in music 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 expressing personal preferences in music or how music is used in daily life).	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.



<b>7.GM.Cn1.A</b>	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.	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.
<b>8.GM.Cn1.A</b>	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.	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.
<b>HS.GM.Cn1.A</b>	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.	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.

<b>CONNECT: FOUNDATION Cn2: Relate artistic ideas and works with societal, cultural, and historical context</b>							
<b>STANDARD</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6*</b>	<b>7*</b>
<b>K.GM.Cn2.A</b>	Insufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	Inconsistently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	Sufficiently demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	Exceptionally demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	Masterfully demonstrates understanding of relationships between music and the other arts, other disciplines, varied contexts, and/or daily life (such as exploring the connection between poems and songs through rhyme).	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.



