

Instrumental Music 6-12

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*
6.IM.P1.A	Insufficiently selects a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: selects examples to be played in front of a class of peers.	Inconsistently selects a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: selects examples to be played in front of a class of peers.	Sufficiently selects a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: selects examples to be played in front of a class of peers.	Exceptionally selects a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: selects examples to be played in front of a class of peers.	Masterfully selects a varied repertoire to study, based on interest, music reading skills, an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. For example: selects examples to be played in front of a class of 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.
6.IM.P1.B	Insufficiently demonstrates, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identifies and performs basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.	Inconsistently demonstrates, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identifies and performs basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.	Sufficiently demonstrates, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identifies and performs basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.	Exceptionally demonstrates, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identifies and performs basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.	Masterfully demonstrates, using music reading skills, how knowledge of formal aspects in musical works informs performances. For example: identifies and performs basic elements related to musical events such as tempo, dynamics, orchestration, and modulation.	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.
6.IM.P1.C	Insufficiently identifies expressive qualities in a varied repertoire of music that can be demonstrated through performances.	Inconsistently identifies expressive qualities in a varied repertoire of music that can be demonstrated through performances.	Sufficiently identifies expressive qualities in a varied repertoire of music that can be demonstrated through performances.	Exceptionally identifies expressive qualities in a varied repertoire of music that can be demonstrated through performances.	Masterfully identifies expressive qualities in a varied repertoire of music that can be demonstrated through performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.IM.P1.A	Insufficiently selects a varied repertoire to study, based on music reading skills, and an understanding of form, context, and the technical skill of the individual and ensemble. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance.	Inconsistently selects a varied repertoire to study, based on music reading skills, and an understanding of form, context, and the technical skill of the individual and ensemble. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance.	Sufficiently selects a varied repertoire to study, based on music reading skills, and an understanding of form, context, and the technical skill of the individual and ensemble. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance.	Exceptionally selects a varied repertoire to study, based on music reading skills, and an understanding of form, context, and the technical skill of the individual and ensemble. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance.	Masterfully selects a varied repertoire to study, based on music reading skills, and an understanding of form, context, and the technical skill of the individual and ensemble. For example: selects examples, with teacher guidance, for solo or chamber ensemble 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.
7.IM.P1.B	Insufficiently demonstrates, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identifies, describes, and performs specific events in a musical example.	Inconsistently demonstrates, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identifies, describes, and performs specific events in a musical example.	Sufficiently demonstrates, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identifies, describes, and performs specific events in a musical example.	Exceptionally demonstrates, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identifies, describes, and performs specific events in a musical example.	Masterfully demonstrates, using music reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or improvised performances. For example: identifies, describes, and performs specific events in a musical example.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.P1.C	Insufficiently demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.	Inconsistently demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.	Sufficiently demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.	Exceptionally demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised performances.	Masterfully demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and/or improvised 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.

8.IM.P1.A	Insufficiently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance. Explains the process used.	Inconsistently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance. Explains the process used.	Sufficiently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance. Explains the process used.	Exceptionally explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance. Explains the process used.	Masterfully explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. For example: selects examples, with teacher guidance, for solo or chamber ensemble performance. Explains the process 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.
8.IM.P1.B	Insufficiently demonstrates, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compares, contrasts, and performs musical events in a given musical example.	Inconsistently demonstrates, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compares, contrasts, and performs musical events in a given musical example.	Sufficiently demonstrates, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compares, contrasts, and performs musical events in a given musical example.	Exceptionally demonstrates, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compares, contrasts, and performs musical events in a given musical example.	Masterfully demonstrates, using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances. For example: compares, contrasts, and performs musical events in a given musical example.	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.
8.IM.P1.C	Insufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Masterfully demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised 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.

HS1.IM.P1.A	Insufficiently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Inconsistently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Sufficiently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Exceptionally explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Masterfully explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the 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.
HS1.IM.P1.B	Insufficiently demonstrates, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Inconsistently demonstrates, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Sufficiently demonstrates, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Exceptionally demonstrates, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Masterfully demonstrates, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised 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.
HS1.IM.P1.C	Insufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Masterfully demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised 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.
HS2.IM.P1.A	Insufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Inconsistently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Sufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Exceptionally develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Masterfully develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the 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.

HS2.IM.P1.B	Insufficiently documents and demonstrates, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Inconsistently documents and demonstrates, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Sufficiently documents and demonstrates, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Exceptionally documents and demonstrates, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Masterfully documents and demonstrates, using music reading skills, how compositional devices, theoretical and structural aspects of musical works impact and inform prepared and/or improvised 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.
HS2.IM.P1.C	Insufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Inconsistently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Exceptionally demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	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.
HS3.IM.P1.A	Insufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Inconsistently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Sufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Exceptionally develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Masterfully develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the 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.
HS3.IM.P1.B	Insufficiently examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Inconsistently examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Sufficiently examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Exceptionally examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Masterfully examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised 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.

HS3.IM.P1.C	Insufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Inconsistently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Exceptionally demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	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.
HS4.IM.P1.A	Insufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Inconsistently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Sufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Exceptionally develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Masterfully develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the 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.
HS4.IM.P1.B	Insufficiently examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Inconsistently examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Sufficiently examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Exceptionally examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised performances.	Masterfully examines, evaluates, and critiques, using music reading skills, how the structure and context impact and inform prepared and/or improvised 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.
HS4.IM.P1.C	Insufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Inconsistently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Exceptionally demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	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.

PERFORM: FOUNDATION P2: Develop and refine artistic techniques and work for performance							
STANDARD	1	2	3	4	5	6*	7*
6.IM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, and performs basic rhythms and pitches. Uses a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.	Inconsistently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, and performs basic rhythms and pitches. Uses a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.	Sufficiently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, and performs basic rhythms and pitches. Uses a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.	Exceptionally demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, and performs basic rhythms and pitches. Uses a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.	Masterfully demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, and performs basic rhythms and pitches. Uses a system, such as syllables, numbers, or letters, to read simple pitches and rhythms.	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.
6.IM.P2.B	Insufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrates proper instrument care and maintenance. Produces a fundamental tone and standard articulations and/or bowing. Demonstrates correct posture, breath control, hand position, and instrument carriage. Performs at least two percussion rudiments and/or major scales.	Inconsistently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrates proper instrument care and maintenance. Produces a fundamental tone and standard articulations and/or bowing. Demonstrates correct posture, breath control, hand position, and instrument carriage. Performs at least two percussion rudiments and/or major scales.	Sufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrates proper instrument care and maintenance. Produces a fundamental tone and standard articulations and/or bowing. Demonstrates correct posture, breath control, hand position, and instrument carriage. Performs at least two percussion rudiments and/or major scales.	Exceptionally demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrates proper instrument care and maintenance. Produces a fundamental tone and standard articulations and/or bowing. Demonstrates correct posture, breath control, hand position, and instrument carriage. Performs at least two percussion rudiments and/or major scales.	Masterfully demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: demonstrates proper instrument care and maintenance. Produces a fundamental tone and standard articulations and/or bowing. Demonstrates correct posture, breath control, hand position, and instrument carriage. Performs at least two percussion rudiments and/or major scales.	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.

6.IM.P2.C	Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an understanding of basic elements associated with successful sight-reading.	Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an understanding of basic elements associated with successful sight-reading.	Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an understanding of basic elements associated with successful sight-reading.	Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an understanding of basic elements associated with successful sight-reading.	Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an understanding of basic elements associated with successful sight-reading.	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.
6.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies basic practice tools such as tempo control, isolation, and segmentation.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies basic practice tools such as tempo control, isolation, and segmentation.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies basic practice tools such as tempo control, isolation, and segmentation.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies basic practice tools such as tempo control, isolation, and segmentation.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies basic practice tools such as tempo control, isolation, and segmentation.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs basic rhythms and pitches. Recognizes and applies standard notation symbols for dynamics, tempo, articulation, and expression.	Inconsistently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs basic rhythms and pitches. Recognizes and applies standard notation symbols for dynamics, tempo, articulation, and expression.	Sufficiently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs basic rhythms and pitches. Recognizes and applies standard notation symbols for dynamics, tempo, articulation, and expression.	Exceptionally demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs basic rhythms and pitches. Recognizes and applies standard notation symbols for dynamics, tempo, articulation, and expression.	Masterfully demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs basic rhythms and pitches. Recognizes and applies standard notation symbols for dynamics, tempo, articulation, and 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.

7.IM.P2.B	Insufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produces a fundamental tone throughout the range of the instrument. Demonstrates a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Performs at least five percussion rudiments, five major scales, and a chromatic scale.	Inconsistently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produces a fundamental tone throughout the range of the instrument. Demonstrates a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Performs at least five percussion rudiments, five major scales, and a chromatic scale.	Sufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produces a fundamental tone throughout the range of the instrument. Demonstrates a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Performs at least five percussion rudiments, five major scales, and a chromatic scale.	Exceptionally demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produces a fundamental tone throughout the range of the instrument. Demonstrates a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Performs at least five percussion rudiments, five major scales, and a chromatic scale.	Masterfully demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: produces a fundamental tone throughout the range of the instrument. Demonstrates a fundamental knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking. Performs at least five percussion rudiments, five major scales, and a chromatic scale.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.P2.C	Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading.	Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading.	Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading.	Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading.	Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies and applies basic practice tools.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies and applies basic practice tools.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies and applies basic practice tools.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies and applies basic practice tools.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies and applies basic practice tools.	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.

8.IM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs selected TBA Grade II rhythms and pitches. Uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.	Inconsistently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs selected TBA Grade II rhythms and pitches. Uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.	Sufficiently demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs selected TBA Grade II rhythms and pitches. Uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.	Exceptionally demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs selected TBA Grade II rhythms and pitches. Uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.	Masterfully demonstrates the ability to read and notate music individually and in ensemble settings. For example: identifies, verbalizes, notates, and performs selected TBA Grade II rhythms and pitches. Uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines.	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.
8.IM.P2.B	Insufficiently demonstrates fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produces a characteristic tone. Demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Performs at least eight percussion rudiments, 8 major scales, and a chromatic scale.	Inconsistently demonstrates fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produces a characteristic tone. Demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Performs at least eight percussion rudiments, 8 major scales, and a chromatic scale.	Sufficiently demonstrates fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produces a characteristic tone. Demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Performs at least eight percussion rudiments, 8 major scales, and a chromatic scale.	Exceptionally demonstrates fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produces a characteristic tone. Demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Performs at least eight percussion rudiments, 8 major scales, and a chromatic scale.	Masterfully demonstrates fundamental control of the instrument, performing a varied repertoire of music individually and in ensemble settings. For example: uses standard notation symbols to notate meter, rhythm, and pitch in simple patterns within specified guidelines. Produces a characteristic tone. Demonstrates knowledge of breathing, bowing, embouchure, fingering, articulation, and/or percussion sticking at an intermediate level. Performs at least eight percussion rudiments, 8 major scales, and a chromatic scale.	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.

8.IM.P2.C	Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading using a variety of meters and tempi.	Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading using a variety of meters and tempi.	Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading using a variety of meters and tempi.	Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading using a variety of meters and tempi.	Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading using a variety of meters and tempi.	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.
8.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies, refines, and applies basic practice tools.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies, refines, and applies basic practice tools.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies, refines, and applies basic practice tools.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies, refines, and applies basic practice tools.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: identifies, refines, and applies basic practice tools.	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.
HS1.IM.P2.A	Insufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Inconsistently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Sufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Exceptionally demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Masterfully demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	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.

<p>HS1.IM.P2.B</p>	<p>Insufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>Inconsistently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>Sufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>Exceptionally demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>Masterfully demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.</p>	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>
<p>HS1.IM.P2.C</p>	<p>Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>	<p>Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>	<p>Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>	<p>Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>	<p>Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level V. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.</p>	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>

HS1.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines success using feedback from teachers, ensemble peers, professional recordings, and other 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.
HS2.IM.P2.A	Insufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV music using correct pitches, meters, and rhythms.	Inconsistently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV music using correct pitches, meters, and rhythms.	Sufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV music using correct pitches, meters, and rhythms.	Exceptionally demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV music using correct pitches, meters, and rhythms.	Masterfully demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV music using correct pitches, meters, and rhythms.	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.

HS2.IM.P2.B	Insufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Inconsistently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Sufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Exceptionally demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Masterfully demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	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.
HS2.IM.P2.C	Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight reading a varied repertoire of music at UIL Level IV. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	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.

HS2.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other 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.
HS3.IM.P2.A	Insufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Inconsistently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Sufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Exceptionally demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	Masterfully demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade V music using correct pitches, meters, and rhythms.	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.

HS3.IM.P2.B	Insufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Inconsistently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Sufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Exceptionally demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Masterfully demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	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.
HS3.IM.P2.C	Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	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.

HS3.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other 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.
HS4.IM.P2.A	Insufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI music using correct pitches, meters, and rhythms.	Inconsistently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI music using correct pitches, meters, and rhythms.	Sufficiently demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI music using correct pitches, meters, and rhythms.	Exceptionally demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI music using correct pitches, meters, and rhythms.	Masterfully demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI music using correct pitches, meters, and rhythms.	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.

HS4.IM.P2.B	Insufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Inconsistently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Sufficiently demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Exceptionally demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	Masterfully demonstrates fundamental control, technical accuracy, range, and fluency on the instrument, performing a varied repertoire of music, individually and in ensemble settings. For example: demonstrates correct posture, embouchure, breathing, characteristic tone, intonation, balance, and blend. Applies appropriate articulation, tempi, dynamics, style, and phrasing. Demonstrates fingerings, percussion sticking, bowing, and elements related to manual dexterity. Performs 12 major scales, a chromatic scale, and 40 standard rudiments.	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.
HS4.IM.P2.C	Insufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Inconsistently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Sufficiently demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Exceptionally demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	Masterfully demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music at UIL Level VI. For example: applies elements associated with successful sight reading using a variety of meters, tempi, and key signatures.	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.

HS4.IM.P2.D	Insufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Inconsistently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Sufficiently develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Exceptionally develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other sources.	Masterfully develops and applies strategies to address technical and expressive challenges in a varied repertoire of music. For example: evaluates and refines their success using feedback from teachers, ensemble peers, professional recordings, and other 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.
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PERFORM: FOUNDATION P3: Convey and express meaning through the presentation of artistic work							
STANDARD	1	2	3	4	5	6*	7*
6.IM.P3.A	Insufficiently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identifies and demonstrates an understanding of selected dynamic and tempo markings.	Inconsistently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identifies and demonstrates an understanding of selected dynamic and tempo markings.	Sufficiently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identifies and demonstrates an understanding of selected dynamic and tempo markings.	Exceptionally demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identifies and demonstrates an understanding of selected dynamic and tempo markings.	Masterfully demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identifies and demonstrates an understanding of selected dynamic and tempo markings.	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.
6.IM.P3.B	Insufficiently demonstrates an awareness of the context of music through prepared and/or improvised performances.	Inconsistently demonstrates an awareness of the context of music through prepared and/or improvised performances.	Sufficiently demonstrates an awareness of the context of music through prepared and/or improvised performances.	Exceptionally demonstrates an awareness of the context of music through prepared and/or improvised performances.	Masterfully demonstrates an awareness of the context of music through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.IM.P3.A	Insufficiently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identifies and demonstrates an understanding of selected elements of style.	Inconsistently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identifies and demonstrates an understanding of selected elements of style.	Sufficiently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identifies and demonstrates an understanding of selected elements of style.	Exceptionally demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identifies and demonstrates an understanding of selected elements of style.	Masterfully demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures and styles. For example: identifies and demonstrates an understanding of selected elements of 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.
7.IM.P3.B	Insufficiently demonstrates an understanding of the context of music through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of the context of music through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of the context of music through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of the context of music through prepared and/or improvised performances.	Masterfully demonstrates an understanding of the context of music through prepared and/or improvised 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.
8.IM.P3.A	Insufficiently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrates an understanding of the concept of phrase shaping.	Inconsistently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrates an understanding of the concept of phrase shaping.	Sufficiently demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrates an understanding of the concept of phrase shaping.	Exceptionally demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrates an understanding of the concept of phrase shaping.	Masterfully demonstrates attention to technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. For example: demonstrates an understanding of the concept of phrase shaping.	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.
8.IM.P3.B	Insufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Masterfully demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised 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.

HS1.IM.P3.A	Insufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Inconsistently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Sufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Exceptionally demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Masterfully demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	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.
HS1.IM.P3.B	Insufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Masterfully demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised 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.
HS2.IM.P3.A	Insufficiently demonstrates mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Inconsistently demonstrates mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Sufficiently demonstrates mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Exceptionally demonstrates mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Masterfully demonstrates mastery of the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, 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.
HS2.IM.P3.B	Insufficiently demonstrates an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of intent as a means for connecting with an audience through prepared and/or improvised performances.	Masterfully demonstrates an understanding of intent as a means for connecting with an audience through prepared and/or improvised 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.

HS3.IM.P3.A	Insufficiently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Inconsistently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Sufficiently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Exceptionally demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Masterfully demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	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.
HS3.IM.P3.B	Insufficiently demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Inconsistently demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Sufficiently demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Exceptionally demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Masterfully demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised 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.
HS4.IM.P3.A	Insufficiently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Inconsistently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Sufficiently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Exceptionally demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Masterfully demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	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.

HS4.IM.P3.B	Insufficiently demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Inconsistently demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Sufficiently demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Exceptionally demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised performances.	Masterfully demonstrates an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and/or improvised 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.
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Instrumental Music 6-12

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*
6.IM.Cr1.A	Insufficiently composes and/or improvises melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describes the fundamental concepts of improvisation. Creates a variation of a simple rhythmic pattern. Improvises a solo over a given chord (using one or more pitches). Understands individual instrument transposition (concert pitch versus actual pitch).	Inconsistently composes and/or improvises melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describes the fundamental concepts of improvisation. Creates a variation of a simple rhythmic pattern. Improvises a solo over a given chord (using one or more pitches). Understands individual instrument transposition (concert pitch versus actual pitch).	Sufficiently composes and/or improvises melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describes the fundamental concepts of improvisation. Creates a variation of a simple rhythmic pattern. Improvises a solo over a given chord (using one or more pitches). Understands individual instrument transposition (concert pitch versus actual pitch).	Exceptionally composes and/or improvises melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describes the fundamental concepts of improvisation. Creates a variation of a simple rhythmic pattern. Improvises a solo over a given chord (using one or more pitches). Understands individual instrument transposition (concert pitch versus actual pitch).	Masterfully composes and/or improvises melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s). For example: describes the fundamental concepts of improvisation. Creates a variation of a simple rhythmic pattern. Improvises a solo over a given chord (using one or more pitches). Understands individual instrument transposition (concert pitch versus actual pitch).	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.IM.Cr1.A	Insufficiently composes and improvises ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: applies the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Creates a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produces a written transcription for a specified instrument using an example in concert pitch.	Inconsistently composes and improvises ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: applies the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Creates a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produces a written transcription for a specified instrument using an example in concert pitch.	Sufficiently composes and improvises ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: applies the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Creates a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produces a written transcription for a specified instrument using an example in concert pitch.	Exceptionally composes and improvises ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: applies the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Creates a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produces a written transcription for a specified instrument using an example in concert pitch.	Masterfully composes and improvises ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s). For example: applies the fundamental concepts of improvisation using simple rhythmic patterns on one to three pitches. Creates a variation of a simple melody of no more than three pitches. Improvise a solo over a given chord (using three pitches). Produces a written transcription for a specified instrument using an example in concert pitch.	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.
8.IM.Cr1.A	Insufficiently composes and improvises ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: applies the fundamental concepts of improvisation using a simple melody. Creates a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Creates a simple harmonization under a given melody.	Inconsistently composes and improvises ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: applies the fundamental concepts of improvisation using a simple melody. Creates a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Creates a simple harmonization under a given melody.	Sufficiently composes and improvises ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: applies the fundamental concepts of improvisation using a simple melody. Creates a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Creates a simple harmonization under a given melody.	Exceptionally composes and improvises ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: applies the fundamental concepts of improvisation using a simple melody. Creates a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Creates a simple harmonization under a given melody.	Masterfully composes and improvises ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods. For example: applies the fundamental concepts of improvisation using a simple melody. Creates a variation of a simple melody with a minimum of five pitches and varying rhythms. Improvise a solo over a given chord progression. Creates a simple harmonization under a given melody.	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.

HS1.IM.Cr1.A	Insufficiently composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Inconsistently composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Sufficiently composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Exceptionally composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Masterfully composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	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.
HS2.IM.Cr1.A	Insufficiently composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Inconsistently composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Sufficiently composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Exceptionally composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	Masterfully composes and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures.	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.
HS3.IM.Cr1.A	Insufficiently composes and/or improvises music ideas for a variety of purposes and contexts.	Inconsistently composes and/or improvises music ideas for a variety of purposes and contexts.	Sufficiently composes and/or improvises music ideas for a variety of purposes and contexts.	Exceptionally composes and/or improvises music ideas for a variety of purposes and contexts.	Masterfully composes and/or improvises music ideas for a variety of purposes and 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.
HS4.IM.Cr1.A	Insufficiently composes and/or improvises music ideas for a variety of purposes and contexts.	Inconsistently composes and/or improvises music ideas for a variety of purposes and contexts.	Sufficiently composes and/or improvises music ideas for a variety of purposes and contexts.	Exceptionally composes and/or improvises music ideas for a variety of purposes and contexts.	Masterfully composes and/or improvises music ideas for a variety of purposes and 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.

CREATE: FOUNDATION Cr2: Organize and develop artistic ideas and work							
STANDARD	1	2	3	4	5	6*	7*

6.IM.Cr2.A	Insufficiently selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines the final two measures for a four-measure melody within specified guidelines.	Inconsistently selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines the final two measures for a four-measure melody within specified guidelines.	Sufficiently selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines the final two measures for a four-measure melody within specified guidelines.	Exceptionally selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines the final two measures for a four-measure melody within specified guidelines.	Masterfully selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines the final two measures for a four-measure melody within specified guidelines.	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.
6.IM.Cr2.B	Insufficiently preserves draft compositions and improvisations through standard notation and/or recording technology.	Inconsistently preserves draft compositions and improvisations through standard notation and/or recording technology.	Sufficiently preserves draft compositions and improvisations through standard notation and/or recording technology.	Exceptionally preserves draft compositions and improvisations through standard notation and/or recording technology.	Masterfully preserves draft compositions and improvisations through standard 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.
7.IM.Cr2.A	Insufficiently selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines a four-measure melody within specified guidelines.	Inconsistently selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines a four-measure melody within specified guidelines.	Sufficiently selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines a four-measure melody within specified guidelines.	Exceptionally selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines a four-measure melody within specified guidelines.	Masterfully selects and develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s). For example: creates, selects, and refines a four-measure melody within specified guidelines.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.Cr2.B	Insufficiently preserves draft compositions and/or improvisations through standard notation and/or recording technology.	Inconsistently preserves draft compositions and/or improvisations through standard notation and/or recording technology.	Sufficiently preserves draft compositions and/or improvisations through standard notation and/or recording technology.	Exceptionally preserves draft compositions and/or improvisations through standard notation and/or recording technology.	Masterfully preserves draft compositions and/or improvisations through standard 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.

8.IM.Cr2.A	Insufficiently selects and develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: creates, selects, and refines a melody using a variety of pitches and rhythms.	Inconsistently selects and develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: creates, selects, and refines a melody using a variety of pitches and rhythms.	Sufficiently selects and develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: creates, selects, and refines a melody using a variety of pitches and rhythms.	Exceptionally selects and develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: creates, selects, and refines a melody using a variety of pitches and rhythms.	Masterfully selects and develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods. For example: creates, selects, and refines a melody using a variety of pitches and rhythms.	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.
8.IM.Cr2.B	Insufficiently preserves draft compositions and/or improvisations through musical notation and/or recording technology.	Inconsistently preserves draft compositions and/or improvisations through musical notation and/or recording technology.	Sufficiently preserves draft compositions and/or improvisations through musical notation and/or recording technology.	Exceptionally preserves draft compositions and/or improvisations through musical notation and/or recording technology.	Masterfully preserves draft compositions and/or improvisations through musical 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.
HS1.IM.Cr2.A	Insufficiently selects and develops melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Inconsistently selects and develops melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Sufficiently selects and develops melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Exceptionally selects and develops melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	Masterfully selects and develops melodies, rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.	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.
HS1.IM.Cr2.B	Insufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Inconsistently describes and documents compositions and/or improvisations through standard notation and recording technology.	Sufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Exceptionally describes and documents compositions and/or improvisations through standard notation and recording technology.	Masterfully describes and documents compositions and/or improvisations through standard notation and 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.

HS2.IM.Cr2.A	Insufficiently selects and develops chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	Inconsistently selects and develops chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	Sufficiently selects and develops chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	Exceptionally selects and develops chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	Masterfully selects and develops chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.	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.
HS2.IM.Cr2.B	Insufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Inconsistently describes and documents compositions and/or improvisations through standard notation and recording technology.	Sufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Exceptionally describes and documents compositions and/or improvisations through standard notation and recording technology.	Masterfully describes and documents compositions and/or improvisations through standard notation and 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.
HS3.IM.Cr2.A	Insufficiently selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Inconsistently selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Sufficiently selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Exceptionally selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Masterfully selects and develops composed and improvised ideas into musical works organized for a variety of purposes and 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.
HS3.IM.Cr2.B	Insufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Inconsistently describes and documents compositions and/or improvisations through standard notation and recording technology.	Sufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Exceptionally describes and documents compositions and/or improvisations through standard notation and recording technology.	Masterfully describes and documents compositions and/or improvisations through standard notation and 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.
HS4.IM.Cr2.A	Insufficiently selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Inconsistently selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Sufficiently selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Exceptionally selects and develops composed and improvised ideas into musical works organized for a variety of purposes and contexts.	Masterfully selects and develops composed and improvised ideas into musical works organized for a variety of purposes and 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.

HS4.IM.Cr2.B	Insufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Inconsistently describes and documents compositions and/or improvisations through standard notation and recording technology.	Sufficiently describes and documents compositions and/or improvisations through standard notation and recording technology.	Exceptionally describes and documents compositions and/or improvisations through standard notation and recording technology.	Masterfully describes and documents compositions and/or improvisations through standard notation and 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.
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CREATE: FOUNDATION Cr3: Refine and complete artistic work

STANDARD	1	2	3	4	5	6*	7*
6.IM.Cr3.A	Insufficiently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.	Inconsistently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.	Sufficiently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.	Exceptionally evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and teacher-provided criteria.	Masterfully evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and teacher-provided 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.
6.IM.Cr3.B	Insufficiently shares personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Inconsistently shares personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Sufficiently shares personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Exceptionally shares personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Masterfully shares personally developed melodic and rhythmic ideas or motives, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.Cr3.A	Insufficiently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.	Inconsistently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.	Sufficiently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.	Exceptionally evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed criteria.	Masterfully evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and collaboratively-developed 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.
7.IM.Cr3.B	Insufficiently shares personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Inconsistently shares personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Sufficiently shares personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Exceptionally shares personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	Masterfully shares personally developed melodies and rhythmic passages, individually or as an ensemble, that demonstrate understanding of characteristics of music or texts.	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.

8.IM.Cr3.A	Insufficiently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and developmentally appropriate criteria.	Inconsistently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and developmentally appropriate criteria.	Sufficiently evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and developmentally appropriate criteria.	Exceptionally evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and developmentally appropriate criteria.	Masterfully evaluates and refines draft compositions and/or improvisations based on knowledge, skill, and developmentally appropriate 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.
8.IM.Cr3.B	Insufficiently shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.	Inconsistently shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.	Sufficiently shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.	Exceptionally shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.	Masterfully shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, that address identified purposes.	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.
HS1.IM.Cr3.A	Insufficiently evaluates and refines draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Inconsistently evaluates and refines draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Sufficiently evaluates and refines draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Exceptionally evaluates and refines draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	Masterfully evaluates and refines draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.	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.
HS1.IM.Cr3.B	Insufficiently shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.	Inconsistently shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.	Sufficiently shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.	Exceptionally shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.	Masterfully shares personally developed melodies, rhythmic passages, and arrangements, individually or as an ensemble, which address identified purposes.	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.
HS2.IM.Cr3.A	Insufficiently evaluates and refines melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.	Inconsistently evaluates and refines melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.	Sufficiently evaluates and refines melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.	Exceptionally evaluates and refines melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.	Masterfully evaluates and refines melodies, rhythmic passages, chordal structures, arrangements, sections, short compositions, and/or improvisations based on personally developed criteria, including the extent to which they address identified purposes.	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.

HS2.IM.Cr3.B	Insufficiently shares personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.	Inconsistently shares personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.	Sufficiently shares personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.	Exceptionally shares personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.	Masterfully shares personally developed chordal structures, arrangements, sections, and short compositions, individually or as an ensemble, which address identified purposes.	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.
HS3.IM.Cr3.A	Insufficiently evaluates and refines varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	Inconsistently evaluates and refines varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	Sufficiently evaluates and refines varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	Exceptionally evaluates and refines varied musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.	Masterfully evaluates and refines varied musical works based on appropriate criteria, including the extent to which they address identified purposes and 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.
HS3.IM.Cr3.B	Insufficiently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Inconsistently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Sufficiently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Exceptionally shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Masterfully shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and 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.
HS4.IM.Cr3.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided 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.
HS4.IM.Cr3.B	Insufficiently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Inconsistently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Sufficiently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Exceptionally shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts.	Masterfully shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and 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.

Instrumental Music 6-12

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*
6.IM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	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.
6.IM.R1.B	Insufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Inconsistently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Sufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Exceptionally, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Masterfully, through visual and aural examples, analyzes how context and musical elements inform student response 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.
7.IM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.R1.B	Insufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Inconsistently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Sufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Exceptionally, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Masterfully, through visual and aural examples, analyzes how context and musical elements inform student response 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.
8.IM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided sources.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher provided 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.

HS3.IM.R1.B	Insufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Inconsistently analyzes and explains how context and the manipulation of musical elements influence response to music.	Sufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Exceptionally analyzes and explains how context and the manipulation of musical elements influence response to music.	Masterfully analyzes and explains how context and the manipulation of musical elements influence response 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.
HS4.IM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided 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.
HS4.IM.R1.B	Insufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Inconsistently analyzes and explains how context and the manipulation of musical elements influence response to music.	Sufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Exceptionally analyzes and explains how context and the manipulation of musical elements influence response to music.	Masterfully analyzes and explains how context and the manipulation of musical elements influence response 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.

RESPOND: FOUNDATION R2: Interpret intent and meaning in artistic work							
STANDARD	1	2	3	4	5	6*	7*
6.IM.R2.A	Insufficiently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Inconsistently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Sufficiently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Exceptionally interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Masterfully interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, 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.
7.IM.R2.A	Insufficiently identifies and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Inconsistently identifies and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Sufficiently identifies and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Exceptionally identifies and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Masterfully identifies and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, 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.

8.IM.R2.A	Insufficiently explains and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Inconsistently explains and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Sufficiently explains and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Exceptionally explains and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance.	Masterfully explains and supports interpretations of the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, 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.
HS1.IM.R2.A	Insufficiently explains and supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Inconsistently explains and supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Sufficiently explains and supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Exceptionally explains and supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Masterfully explains and supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research 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.
HS2.IM.R2.A	Insufficiently supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Inconsistently supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Sufficiently supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Exceptionally supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research sources.	Masterfully supports interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, historical significance, and varied research 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.
HS3.IM.R2.A	Insufficiently justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Inconsistently justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Sufficiently justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Exceptionally justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Masterfully justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	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.

HS4.IM.R2.A	Insufficiently justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Inconsistently justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Sufficiently justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Exceptionally justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	Masterfully justifies interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.	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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RESPOND: FOUNDATION R3: Apply criteria to evaluate artistic work							
STANDARD	1	2	3	4	5	6*	7*
6.IM.R3.A	Insufficiently describes the influence of experiences, performances, context, and analysis on the artistic process.	Inconsistently describes the influence of experiences, performances, context, and analysis on the artistic process.	Sufficiently describes the influence of experiences, performances, context, and analysis on the artistic process.	Exceptionally describes the influence of experiences, performances, context, and analysis on the artistic process.	Masterfully describe the influence of experiences, performances, context, and analysis on the artistic process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.R3.A	Insufficiently describes and evaluates the influence of experiences, performances, context, and analysis on the artistic process.	Inconsistently describes and evaluates the influence of experiences, performances, context, and analysis on the artistic process.	Sufficiently describes and evaluates the influence of experiences, performances, context, and analysis on the artistic process.	Exceptionally describes and evaluates the influence of experiences, performances, context, and analysis on the artistic process.	Masterfully describes and evaluates the influence of experiences, performances, context, and analysis on the artistic process.	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.
8.IM.R3.A	Insufficiently identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Inconsistently identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Sufficiently identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Exceptionally identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Masterfully identifies and justifies musical preferences using appropriate vocabulary, 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.
HS1.IM.R3.A	Insufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Inconsistently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Sufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Exceptionally develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Masterfully develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of 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.

HS2.IM.R3.A	Insufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Inconsistently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Sufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Exceptionally develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Masterfully develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of 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.
HS3.IM.R3.A	Insufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Inconsistently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Sufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Exceptionally develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Masterfully develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of 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.
HS4.IM.R3.A	Insufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Inconsistently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Sufficiently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Exceptionally develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts.	Masterfully develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of 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.

Instrumental Music 6-12

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*
6.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.
8.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.
HS1.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.
HS2.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.

HS3.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.
HS4.IM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	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.

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

