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: FOUNDATIO | N P1: Select, analyze, and in | terpret artistic work for pe | erformance | | | | |
|-----------------------|--|--|--|---|---|--|---|
| STANDARD | 1 | 2 | 3 | 4 | 5 | 6* | 7* |
| STANDARD 6.IM.P1.A | Insufficiently selects a | Inconsistently selects a | 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 | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 6.IM.P1.B | reading skills, how knowledge of formal aspects in musical works informs performances. For example: identifies and performs basic elements related to musical events | informs performances. For example: identifies and performs basic elements related to musical events | how knowledge of formal aspects in musical works informs performances. For | 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. | using music reading skills, how knowledge of formal aspects in musical works informs performances. For | criteria descriptor for this particular grade- or course | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 6.IM.P1.C | that can | that can | 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. | that can | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| 7.IM.P1.A | 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 | 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. | on music reading skills, and an understanding of form, context, and the | 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 | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-----------|---|--|--|--|---|---|---|
| 7.IM.P1.B | reading skills, how the setting and form of musical works contribute to understanding the context of the music in prepared and/or | 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. | 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 | context of the music in prepared and/or | | criteria descriptor for this particular grade- or course level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 7.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. | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| 8.IM.P1.A | criteria used to selects 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 | 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 | criteria used to selects 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 selects 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. | criteria used to selects a | particular grade- or course- level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-----------|---|--|---|--|---|--|---|
| 8.IM.P1.B | 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 | 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. | using music reading skills, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared and/or | 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. | · ' | • | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 8.IM.P1.C | in a varied repertoire of music through prepared | 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS1.IM.P1.A | 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 | based on an understanding of theoretical and structural characteristics of 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 | 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. | criteria used to select a | • | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-------------|--|--|--|---|---|--|---|
| HS1.IM.P1.B | reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or | 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. | | 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. | , | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS2.IM.P1.A | varied repertoire to study and perform based on an understanding of | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |

| 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. | demonstrates how understanding the style, genre, and context | how understanding the style, genre, and context of a varied repertoire of music influences prepared | · · | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-------------|---|--|--|---|---|--|---|
| HS4.IM.P1.A | varied repertoire to study and perform based on an understanding of | 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 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. | prepared and/or | prepared and/or | how the structure and context impact and inform prepared and/or | how the structure and | Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |

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

| 6.IM.P2.C | individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an | 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 | of music. For example: demonstrates an | demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an | musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: demonstrates an | criteria descriptor for this particular grade- or course-level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-----------|---|---|---|--|--|---|---|
| | understanding of basic elements associated with successful sight- reading. | understanding of basic elements associated with successful sight- reading. | understanding of basic elements associated with successful sight- reading. | understanding of basic elements associated with successful sight- reading. | understanding of basic elements associated with successful sight- reading. | | |
| 6.IM.P2.D | | 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. | applies strategies to address technical and expressive challenges in a | | applies strategies to address technical and expressive challenges in a | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| 7.IM.P2.B | 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 | 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. | 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 | 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. | 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 | • | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. | of music. | · · | 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. | particular grade- or course- level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 7.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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| 8.IM.P2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
|-----------|-----------------------------|-----------------------------|---------------------------|-----------------------------|---------------------------|------------------------------|------------------------------|
| | demonstrates the ability to | demonstrates the ability to | the ability to read and | demonstrates the ability to | the ability to read and | growth from the Level 5 | of growth from the Level 5 |
| | read and notate music | read and notate music | notate music individually | read and notate music | notate music individually | criteria descriptor for this | criteria descriptor for this |
| | individually and in | individually and in | and in ensemble settings. | individually and in | and in ensemble settings. | particular grade- or course- | particular grade- or course- |
| | ensemble settings. For | ensemble settings. For | For example: identifies, | ensemble settings. For | For example: identifies, | level expectation. | level expectation. |
| | example: identifies, | example: identifies, | verbalizes, notates, and | example: identifies, | verbalizes, notates, and | | · |
| | verbalizes, notates, and | verbalizes, notates, and | performs selected TBA | verbalizes, notates, and | performs selected TBA | | |
| | performs selected TBA | performs selected TBA | Grade II rhythms and | performs selected TBA | Grade II rhythms and | | |
| | Grade II rhythms and | Grade II rhythms and | pitches. Uses standard | Grade II rhythms and | pitches. Uses standard | | |
| | pitches. Uses standard | pitches. Uses standard | notation symbols to | pitches. Uses standard | notation symbols to | | |
| | notation symbols to | notation symbols to | notate meter, rhythm, and | notation symbols to | notate meter, rhythm, and | | |
| | notate meter, rhythm, and | notate meter, rhythm, and | pitch in simple patterns | notate meter, rhythm, and | pitch in simple patterns | | |
| | pitch in simple patterns | pitch in simple patterns | within specified | pitch in simple patterns | within specified | | |
| | within specified | within specified | guidelines. | within specified | guidelines. | | |
| | guidelines. | guidelines. | | guidelines. | | | |
| 8.IM.P2.B | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| | demonstrates | demonstrates | fundamental control of | demonstrates | fundamental control of | growth from the Level 5 | of growth from the Level 5 |
| | fundamental control of | fundamental control of | the instrument, | fundamental control of | the instrument, | criteria descriptor for this | criteria descriptor for this |
| | the instrument, | the instrument, | performing a varied | the instrument, | performing a varied | particular grade- or course- | particular grade- or course- |
| | performing a varied | performing a varied | repertoire of music | performing a varied | repertoire of music | level expectation. | level expectation. |
| | repertoire of music | repertoire of music | individually and in | repertoire of music | individually and in | | |
| | individually and in | individually and in | ensemble settings. For | individually and in | ensemble settings. For | | |
| | ensemble settings. For | ensemble settings. For | example: uses standard | ensemble settings. For | example: uses standard | | |
| | example: uses standard | example: uses standard | notation symbols to | example: uses standard | notation symbols to | | |
| | notation symbols to | notation symbols to | notate meter, rhythm, and | notation symbols to | notate meter, rhythm, and | | |
| | notate meter, rhythm, and | notate meter, rhythm, and | pitch in simple patterns | notate meter, rhythm, and | pitch in simple patterns | | |
| | pitch in simple patterns | pitch in simple patterns | within specified | pitch in simple patterns | within specified | | |
| | within specified | within specified | guidelines. Produces a | within specified | guidelines. Produces a | | |
| | guidelines. Produces a | guidelines. Produces a | characteristic tone. | guidelines. Produces a | characteristic tone. | | |
| | characteristic tone. | characteristic tone. | Demonstrates knowledge | characteristic tone. | Demonstrates knowledge | | |
| | Demonstrates knowledge | Demonstrates knowledge | of breathing, bowing, | Demonstrates knowledge | of breathing, bowing, | | |
| | of breathing, bowing, | of breathing, bowing, | | of breathing, bowing, | embouchure, fingering, | | |
| | embouchure, fingering, | embouchure, fingering, | | embouchure, fingering, | articulation, and/or | | |
| | articulation, and/or | articulation, and/or | percussion sticking at an | articulation, and/or | percussion sticking at an | | |
| | percussion sticking at an | percussion sticking at an | | percussion sticking at an | intermediate level. | | |
| | intermediate level. | intermediate level. | Performs at least eight | intermediate level. | Performs at least eight | | |
| | Performs at least eight | Performs at least eight | l' | Performs at least eight | percussion rudiments, 8 | | |
| | percussion rudiments, 8 | percussion rudiments, 8 | major scales, and a | percussion rudiments, 8 | major scales, and a | | |
| | major scales, and a | major scales, and a | chromatic scale. | major scales, and a | chromatic scale. | | |
| | chromatic scale. | chromatic scale. | | chromatic scale. | | | |
| | | | l | | l | | |

| 8.IM.P2.C | 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 | demonstrates musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. | reading a varied repertoire of music. For example: applies basic elements associated with successful sight-reading using a variety of meters | demonstrates musical literacy on the instrument, individually and in ensemble settings, by | musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. | criteria descriptor for this particular grade- or course-level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-------------|--|--|--|---|---|---|---|
| | · | · | · | | · | | |
| 8.IM.P2.D | challenges in a varied repertoire of music. For example: identifies, | 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. | challenges in a varied repertoire of music. For | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 | Inconsistently demonstrates the ability to | 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 | Masterfully demonstrates | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |

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

| HS1.IM.P2.D | Insufficiently develops and | Inconsistently develops | Sufficiently develops and | Exceptionally develops | Masterfully develops and | Demonstrates one level of | Demonstrates two levels |
|-------------|---|---|--|---|--|---|--|
| | applies strategies to | and applies strategies to | applies strategies to | and applies strategies to | applies strategies to | growth from the Level 5 | of growth from the Level 5 |
| | address technical and | address technical and | address technical and | address technical and | address technical and | criteria descriptor for this | criteria descriptor for this |
| | expressive challenges in a | expressive challenges in a | expressive challenges in a | expressive challenges in a | expressive challenges in a | particular grade- or course- | particular grade- or course- |
| | varied repertoire of music. | varied repertoire of music. | varied repertoire of music. | varied repertoire of music. | varied repertoire of music. | level expectation. | level expectation. |
| | For example: | For example: | For example: | For example: | For example: | | |
| | evaluates and refines | evaluates and refines | evaluates and refines | evaluates and refines | evaluates and refines | | |
| | success using feedback | success using feedback | success using feedback | success using feedback | success using feedback | | |
| | from teachers, ensemble | from teachers, ensemble | from teachers, ensemble | from teachers, ensemble | from teachers, ensemble | | |
| | peers, professional | peers, professional | peers, professional | peers, professional | peers, professional | | |
| | recordings, and other | recordings, and other | recordings, and other | recordings, and other | recordings, and other | | |
| | sources. | sources. | sources. | sources. | sources. | | |
| | | | | | | | |
| | | | | | | | |
| HS2.IM.P2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| HS2.IM.P2.A | , | Inconsistently demonstrates the ability to | - | Exceptionally demonstrates the ability to | 1 ' | | Demonstrates two levels of growth from the Level 5 |
| HS2.IM.P2.A | , | demonstrates the ability to | the ability to read and/or | demonstrates the ability to | 1 ' | growth from the Level 5 | |
| HS2.IM.P2.A | demonstrates the ability to read and/or notate music | demonstrates the ability to | the ability to read and/or notate music | demonstrates the ability to read and/or notate music | the ability to read and/or | growth from the Level 5 criteria descriptor for this | of growth from the Level 5 |
| HS2.IM.P2.A | demonstrates the ability to read and/or notate music individually and in | demonstrates the ability to read and/or notate music | the ability to read and/or notate music individually and in | demonstrates the ability to read and/or notate music individually and in | the ability to read and/or notate music | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this |
| HS2.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For | demonstrates the ability to read and/or notate music individually and in | the ability to read and/or notate music individually and in ensemble settings. For | demonstrates the ability to read and/or notate music individually and in ensemble settings. For | the ability to read and/or notate music individually and in | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS2.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | demonstrates the ability to read and/or notate music individually and in ensemble settings. For | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | the ability to read and/or notate music individually and in ensemble settings. For | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS2.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS2.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS2.IM.P2.A | 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 | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV | 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 | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade IV | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS2.IM.P2.A | 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 | 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 | 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 | 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 | 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 | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |

| HS2.IM.P2.B | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
|-------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|
| | demonstrates | demonstrates | fundamental control, | demonstrates | fundamental control, | growth from the Level 5 | of growth from the Level 5 |
| | fundamental control, | fundamental control, | technical accuracy, | fundamental control, | technical accuracy, | criteria descriptor for this | criteria descriptor for this |
| | technical accuracy, | technical accuracy, | range, and fluency on the | technical accuracy, | range, and fluency on the | particular grade- or course- | particular grade- or course- |
| | range, and fluency on the | range, and fluency on the | instrument, performing a | range, and fluency on the | instrument, performing a | level expectation. | level expectation. |
| | instrument, performing a | instrument, performing a | varied repertoire of music, | instrument, performing a | varied repertoire of music, | | |
| | varied repertoire of music, | varied repertoire of music, | individually and in | varied repertoire of music, | individually and in | | |
| | individually and in | individually and in | ensemble settings. For | individually and in | ensemble settings. For | | |
| | ensemble settings. For | ensemble settings. For | example: demonstrates | ensemble settings. For | example: demonstrates | | |
| | example: demonstrates | example: demonstrates | correct posture, | example: demonstrates | correct posture, | | |
| | correct posture, | correct posture, | embouchure, breathing, | correct posture, | embouchure, breathing, | | |
| | embouchure, breathing, | embouchure, breathing, | characteristic tone, | embouchure, breathing, | characteristic tone, | | |
| | characteristic tone, | characteristic tone, | intonation, balance, and | characteristic tone, | intonation, balance, and | | |
| | intonation, balance, and | intonation, balance, and | blend. Applies appropriate | intonation, balance, and | blend. Applies appropriate | | |
| | blend. Applies appropriate | blend. Applies appropriate | articulation, tempi, | blend. Applies appropriate | articulation, tempi, | | |
| | articulation, tempi, | articulation, tempi, | dynamics, style, and | articulation, tempi, | dynamics, style, and | | |
| | dynamics, style, and | dynamics, style, and | phrasing. Demonstrates | dynamics, style, and | phrasing. Demonstrates | | |
| | phrasing. Demonstrates | phrasing. Demonstrates | fingerings, percussion | phrasing. Demonstrates | fingerings, percussion | | |
| | fingerings, percussion | fingerings, percussion | sticking, bowing, and | fingerings, percussion | sticking, bowing, and | | |
| | sticking, bowing, and | sticking, bowing, and | elements related to | sticking, bowing, and | elements related to | | |
| | elements related to | elements related to | manual dexterity. | elements related to | manual dexterity. | | |
| | manual dexterity. | manual dexterity. | Performs 12 major scales, | manual dexterity. | Performs 12 major scales, | | |
| | Performs 12 major scales, | Performs 12 major scales, | a chromatic scale, and 40 | Performs 12 major scales, | a chromatic scale, and 40 | | |
| | a chromatic scale, and 40 | a chromatic scale, and 40 | standard rudiments. | a chromatic scale, and 40 | standard rudiments. | | |
| | standard rudiments. | standard rudiments. | | standard rudiments. | | | |
| | | | | | | | |
| | | | | | | | |
| HS2.IM.P2.C | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| | demonstrates musical | demonstrates musical | musical literacy on the | demonstrates musical | musical literacy on the | growth from the Level 5 | of growth from the Level 5 |
| | literacy on the instrument, | literacy on the instrument, | instrument, individually | literacy on the instrument, | instrument, individually | criteria descriptor for this | criteria descriptor for this |
| | individually | individually | and in ensemble settings, | individually | and in ensemble settings, | particular grade- or course- | particular grade- or course- |
| | and in ensemble settings, | and in ensemble settings, | by adequately sight | and in ensemble settings, | by adequately sight | level expectation. | level expectation. |
| | by adequately sight | by adequately sight | reading a varied repertoire | by adequately sight | reading a varied repertoire | | |
| | reading a varied repertoire | reading a varied repertoire | of music at UIL Level IV. | reading a varied repertoire | of music at UIL Level IV. | | |
| | of music at UIL Level IV. | of music at UIL Level IV. | For example: applies | of music at UIL Level IV. | For example: applies | | |
| | For example: applies | For example: applies | elements associated with | For example: applies | elements associated with | | |
| | elements associated with | elements associated with | successful sight reading | elements associated with | successful sight reading | | |
| | successful sight reading | successful sight reading | using a variety of meters, | successful sight reading | using a variety of meters, | | |
| | using a variety of meters, | using a variety of meters, | tempi, and key | using a variety of meters, | tempi, and key | | |
| | tempi, and key | tempi, and key | signatures. | tempi, and key | signatures. | | |
| | signatures. | signatures. |] ~ | signatures. | Ĭ | | |
| | | ľ | | Ĭ | | | |
| | | | | | | | |

| HS2.IM.P2.D | Insufficiently develops and | Inconsistently develops | Sufficiently develops and | Exceptionally develops | Masterfully develops and | Demonstrates one level of | Demonstrates two levels |
|-------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|
| | applies strategies to | and applies strategies to | applies strategies to | and applies strategies to | applies strategies to | growth from the Level 5 | of growth from the Level 5 |
| | address technical and | criteria descriptor for this | criteria descriptor for this |
| | expressive challenges in a | particular grade- or course- | particular grade- or course- |
| | varied repertoire of music. | level expectation. | level expectation. |
| | For example: | | |
| | evaluates and refines their | | |
| | success using feedback | | |
| | from teachers, | | |
| | ensemble peers, | | |
| | professional recordings, | | |
| | and other sources. | | |
| HS3.IM.P2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| | demonstrates the ability to | demonstrates the ability to | the ability to read and/or | demonstrates the ability to | the ability to read and/or | growth from the Level 5 | of growth from the Level 5 |
| | read and/or notate music | read and/or notate music | notate music individually | read and/or notate music | notate music individually | criteria descriptor for this | criteria descriptor for this |
| | individually and in | individually and in | and in ensemble settings. | individually and in | and in ensemble settings. | particular grade- or course- | particular grade- or course- |
| | ensemble settings. For | ensemble settings. For | For example: identifies, | ensemble settings. For | For example: identifies, | level expectation. | level expectation. |
| | example: identifies, | example: identifies, | notates, and performs | example: identifies, | notates, and performs | | |
| | notates, and performs | notates, and performs | selected TBA Grade V | notates, and performs | selected TBA Grade V | | |
| | selected TBA Grade V | selected TBA Grade V | music using correct | selected TBA Grade V | music using correct | | |
| | music using correct | music using correct | pitches, meters, and | music using correct | pitches, meters, and | | |
| | pitches, meters, and | pitches, meters, and | rhythms. | pitches, meters, and | rhythms. | | |
| | rhythms. | rhythms. | | rhythms. | | | |

| HS3.IM.P2.B | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
|-------------|---|---|---|-----------------------------|-----------------------------|------------------------------|------------------------------|
| | demonstrates | demonstrates | fundamental control, | demonstrates | fundamental control, | growth from the Level 5 | of growth from the Level 5 |
| | fundamental control, | fundamental control, | technical accuracy, | fundamental control, | technical accuracy, | criteria descriptor for this | criteria descriptor for this |
| | technical accuracy, | technical accuracy, | range, and fluency on the | technical accuracy, | range, and fluency on the | particular grade- or course- | particular grade- or course- |
| | range, and fluency on the | range, and fluency on the | instrument, performing a | range, and fluency on the | instrument, performing a | level expectation. | level expectation. |
| | instrument, performing a | instrument, performing a | varied repertoire of music, | | varied repertoire of music, | | |
| | varied repertoire of music, | varied repertoire of music, | individually and in | varied repertoire of music, | individually and in | | |
| | individually and in | individually and in | ensemble settings. For | individually and in | ensemble settings. For | | |
| | ensemble settings. For | ensemble settings. For | example: demonstrates | ensemble settings. For | example: demonstrates | | |
| | example: demonstrates | example: demonstrates | correct posture, | example: demonstrates | correct posture, | | |
| | correct posture, | correct posture, | embouchure, breathing, | correct posture, | embouchure, breathing, | | |
| | embouchure, breathing, | embouchure, breathing, | characteristic tone, | embouchure, breathing, | characteristic tone, | | |
| | characteristic tone, | characteristic tone, | intonation, balance, and | characteristic tone, | intonation, balance, and | | |
| | intonation, balance, and | intonation, balance, and | blend. Applies appropriate | intonation, balance, and | blend. Applies appropriate | | |
| | | blend. Applies appropriate | | blend. Applies appropriate | I '' '' ' | | |
| | articulation, tempi, | articulation, tempi, | dynamics, style, and | articulation, tempi, | dynamics, style, and | | |
| | dynamics, style, and | dynamics, style, and | phrasing. Demonstrates | dynamics, style, and | phrasing. Demonstrates | | |
| | phrasing. Demonstrates | phrasing. Demonstrates | fingerings, percussion | phrasing. Demonstrates | fingerings, percussion | | |
| | fingerings, percussion | fingerings, percussion | sticking, bowing, and | fingerings, percussion | sticking, bowing, and | | |
| | sticking, bowing, and | sticking, bowing, and | elements related to | sticking, bowing, and | elements related to | | |
| | elements related to | elements related to | manual dexterity. | elements related to | manual dexterity. | | |
| | manual dexterity. | manual dexterity. | Performs 12 major scales, | manual dexterity. | Performs 12 major scales, | | |
| | Performs 12 major scales, | Performs 12 major scales, | a chromatic scale, and 40 | Performs 12 major scales, | a chromatic scale, and 40 | | |
| | a chromatic scale, and 40 | a chromatic scale, and 40 | standard rudiments. | a chromatic scale, and 40 | standard rudiments. | | |
| | standard rudiments. | · · | standard rudiments. | standard rudiments. | standard rudiments. | | |
| | standard rudiments. | standard rudiments. | | standard rudiments. | | | |
| | | | | | | | |
| | | | | | | | |
| HS3.IM.P2.C | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | | Demonstrates two levels |
| | demonstrates musical | demonstrates musical | musical literacy on the | demonstrates musical | musical literacy on the | growth from the Level 5 | of growth from the Level 5 |
| | literacy on the instrument, | literacy on the instrument, | instrument, individually | literacy on the instrument, | instrument, individually | criteria descriptor for this | criteria descriptor for this |
| | individually | individually | and in ensemble settings, | individually | and in ensemble settings, | particular grade- or course- | particular grade- or course- |
| | and in ensemble settings, | and in ensemble settings, | by adequately sight- | and in ensemble settings, | by adequately sight- | level expectation. | level expectation. |
| | by adequately sight- | by adequately sight- | reading a varied repertoire | by adequately sight- | reading a varied repertoire | | |
| | reading a varied repertoire | reading a varied repertoire | of music at UIL Level VI. | reading a varied repertoire | of music at UIL Level VI. | | |
| | of music at UIL Level VI. | of music at UIL Level VI. | For example: applies | of music at UIL Level VI. | For example: applies | | |
| | For example: applies | For example: applies | elements associated with | For example: applies | elements associated with | | |
| | elements associated with | elements associated with | successful sight reading | elements associated with | successful sight reading | | |
| | successful sight reading | successful sight reading | using a variety of meters, | successful sight reading | using a variety of meters, | | |
| | using a variety of meters, | using a variety of meters, | tempi, and key signatures. | using a variety of meters, | tempi, and key signatures. | | |
| | tempi, and key signatures. | tempi, and key signatures. | , | tempi, and key signatures. | | | |
| | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | , | | | | | |
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| | | | | | | | |

| HS3.IM.P2.D | Insufficiently develops and | Inconsistently develops | Sufficiently develops and | Exceptionally develops | Masterfully develops and | Demonstrates one level of | Demonstrates two levels |
|-------------|---|---|--|---|--|---|--|
| | applies strategies to | and applies strategies to | applies strategies to | and applies strategies to | applies strategies to | growth from the Level 5 | of growth from the Level 5 |
| | address technical and | address technical and | address technical and | address technical and | address technical and | criteria descriptor for this | criteria descriptor for this |
| | expressive challenges in a | expressive challenges in a | expressive challenges in a | expressive challenges in a | expressive challenges in a | particular grade- or course- | particular grade- or course- |
| | varied repertoire of music. | varied repertoire of music. | varied repertoire of music. | varied repertoire of music. | varied repertoire of music. | level expectation. | level expectation. |
| | For example: | For example: | For example: | For example: | For example: | | |
| | evaluates and refines their | evaluates and refines their | evaluates and refines their | evaluates and refines their | evaluates and refines their | | |
| | success using feedback | success using feedback | success using feedback | success using feedback | success using feedback | | |
| | from teachers, | from teachers, | from teachers, | from teachers, | from teachers, | | |
| | ensemble peers, | ensemble peers, | ensemble peers, | ensemble peers, | ensemble peers, | | |
| | professional recordings, | professional recordings, | professional recordings, | professional recordings, | professional recordings, | | |
| | and other sources. | and other sources. | and other sources. | and other sources. | and other sources. | | |
| | | | | | | | |
| HS4.IM.P2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| HS4.IM.P2.A | , | Inconsistently demonstrates the ability to | · | Exceptionally demonstrates the ability to | 1 | | Demonstrates two levels of growth from the Level 5 |
| HS4.IM.P2.A | demonstrates the ability to | , | · | demonstrates the ability to | 1 | growth from the Level 5 | |
| HS4.IM.P2.A | demonstrates the ability to read and/or notate music | demonstrates the ability to | the ability to read and/or notate music | demonstrates the ability to read and/or notate music | the ability to read and/or | growth from the Level 5 criteria descriptor for this | of growth from the Level 5 |
| HS4.IM.P2.A | demonstrates the ability to read and/or notate music individually and in | demonstrates the ability to read and/or notate music | the ability to read and/or notate music individually and in | demonstrates the ability to read and/or notate music individually and in | the ability to read and/or notate music | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this |
| HS4.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For | demonstrates the ability to read and/or notate music individually and in | the ability to read and/or notate music individually and in ensemble settings. For | demonstrates the ability to read and/or notate music individually and in ensemble settings. For | the ability to read and/or notate music individually and in | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS4.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | demonstrates the ability to read and/or notate music individually and in ensemble settings. For | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | the ability to read and/or notate music individually and in ensemble settings. For | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS4.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS4.IM.P2.A | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS4.IM.P2.A | 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 | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI | 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 | demonstrates the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI | the ability to read and/or notate music individually and in ensemble settings. For example: identifies, notates, and performs selected TBA Grade VI | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS4.IM.P2.A | 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 | 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 | 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 | 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 | 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 | growth from the Level 5 criteria descriptor for this particular grade- or course- | of growth from the Level 5 criteria descriptor for this particular grade- or course- |

| HS4.IM.P2.B | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
|-------------|-----------------------------|---|-----------------------------|-----------------------------|--|------------------------------|------------------------------|
| | demonstrates | demonstrates | fundamental control, | demonstrates | fundamental control, | growth from the Level 5 | of growth from the Level 5 |
| | fundamental control, | fundamental control, | technical accuracy, | fundamental control, | technical accuracy, | criteria descriptor for this | criteria descriptor for this |
| | technical accuracy, | technical accuracy, | range, and fluency on the | technical accuracy, | range, and fluency on the | particular grade- or course- | particular grade- or course- |
| | range, and fluency on the | range, and fluency on the | instrument, performing a | range, and fluency on the | instrument, performing a | level expectation. | level expectation. |
| | instrument, performing a | instrument, performing a | varied repertoire of music, | instrument, performing a | varied repertoire of music, | | |
| | varied repertoire of music, | varied repertoire of music, | individually and in | varied repertoire of music, | individually and in | | |
| | individually and in | individually and in | ensemble settings. For | individually and in | ensemble settings. For | | |
| | ensemble settings. For | ensemble settings. For | example: demonstrates | ensemble settings. For | example: demonstrates | | |
| | example: demonstrates | example: demonstrates | correct posture, | example: demonstrates | correct posture, | | |
| | correct posture, | correct posture, | embouchure, breathing, | correct posture, | embouchure, breathing, | | |
| | embouchure, breathing, | embouchure, breathing, | characteristic tone, | embouchure, breathing, | characteristic tone, | | |
| | characteristic tone, | characteristic tone, | intonation, balance, and | characteristic tone, | intonation, balance, and | | |
| | intonation, balance, and | intonation, balance, and | blend. Applies appropriate | intonation, balance, and | blend. Applies appropriate | | |
| | | blend. Applies appropriate | | blend. Applies appropriate | | | |
| | articulation, tempi, | articulation, tempi, | dynamics, style, and | articulation, tempi, | dynamics, style, and | | |
| | dynamics, style, and | dynamics, style, and | phrasing. Demonstrates | dynamics, style, and | phrasing. Demonstrates | | |
| | phrasing. Demonstrates | phrasing. Demonstrates | fingerings, percussion | phrasing. Demonstrates | fingerings, percussion | | |
| | fingerings, percussion | fingerings, percussion | sticking, bowing, and | fingerings, percussion | sticking, bowing, and | | |
| | sticking, bowing, and | sticking, bowing, and | elements related to | sticking, bowing, and | elements related to | | |
| | elements related to | elements related to | manual dexterity. | elements related to | manual dexterity. | | |
| | manual dexterity. | manual dexterity. | Performs 12 major scales, | manual dexterity. | Performs 12 major scales, | | |
| | Performs 12 major scales, | Performs 12 major scales, | a chromatic scale, and 40 | Performs 12 major scales, | a chromatic scale, and 40 | | |
| | a chromatic scale, and 40 | a chromatic scale, and 40 | standard rudiments. | a chromatic scale, and 40 | standard rudiments. | | |
| | standard rudiments. | standard rudiments. | | standard rudiments. | | | |
| | | | | | | | |
| | | | | | | | |
| HS4.IM.P2.C | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| | demonstrates musical | demonstrates musical | musical literacy on the | demonstrates musical | musical literacy on the | growth from the Level 5 | of growth from the Level 5 |
| | literacy on the instrument, | literacy on the instrument, | instrument, individually | literacy on the instrument, | instrument, individually | criteria descriptor for this | criteria descriptor for this |
| | individually | individually | and in ensemble settings, | individually | and in ensemble settings, | particular grade- or course- | particular grade- or course- |
| | and in ensemble settings, | and in ensemble settings, | by adequately sight- | and in ensemble settings, | by adequately sight- | level expectation. | level expectation. |
| | by adequately sight- | by adequately sight- | reading a varied repertoire | by adequately sight- | reading a varied repertoire | | |
| | reading a varied repertoire | reading a varied repertoire | of music at UIL Level VI. | reading a varied repertoire | of music at UIL Level VI. | | |
| | of music at UIL Level VI. | of music at UIL Level VI. | For example: applies | of music at UIL Level VI. | For example: applies | | |
| | For example: applies | For example: applies | elements associated with | For example: applies | elements associated with | | |
| | elements associated with | elements associated with | successful sight reading | elements associated with | successful sight reading | | |
| | successful sight reading | successful sight reading | using a variety of meters, | successful sight reading | using a variety of meters, | | |
| | using a variety of meters, | using a variety of meters, | tempi, and key signatures. | using a variety of meters, | tempi, and key signatures. | | |
| | tempi, and key signatures. | tempi, and key signatures. |] | tempi, and key signatures. | ', ', ', ', ', ', ', ', ', ', ', ', ', | | |
| | | | | | | | |
| | tempi, and key signatures. | | | l . | | | |
| | tempi, and key signatures. | ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,, | | , , , | | | |

| HS4.IM.P2.D | Insufficiently develops and | Inconsistently develops | Sufficiently develops and | Exceptionally develops | Masterfully develops and | Demonstrates one level of | Demonstrates two levels |
|-------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|
| | applies strategies to | and applies strategies to | applies strategies to | and applies strategies to | applies strategies to | growth from the Level 5 | of growth from the Level 5 |
| | address technical and | criteria descriptor for this | criteria descriptor for this |
| | expressive challenges in a | particular grade- or course- | particular grade- or course- |
| | varied repertoire of music. | level expectation. | level expectation. |
| | For example: | | |
| | evaluates and refines their | | |
| | success using feedback | | |
| | from teachers, | | |
| | ensemble peers, | | |
| | professional recordings, | | |
| | and other sources. | | |

| PERFORM: FOUNDATION | N P3: Convey and express m | eaning through the prese | ntation of artistic work | | | | |
|---------------------|--|---|--|--|--|---|---|
| STANDARD | 1 | 2 | 3 | 4 | 5 | 6* | 7* |
| 6.IM.P3.A | technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music. For example: identifies and demonstrates an | 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. | 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 | of a varied repertoire of music. For example: identifies and demonstrates an understanding of selected | Masterfully demonstrates | Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 6.IM.P3.B | of music through prepared and/or | 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. | awareness of the context | Masterfully demonstrates an awareness of the context of music through prepared and/or improvised performances. | growth from the Level 5 criteria descriptor for this particular grade- or course | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| 7.IM.P3.A | 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 | 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. | 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 | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 courselevel expectation. |
| 8.IM.P3.A | technical demands and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, | 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 courselevel expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS1.IM.P3.A | demonstrates attention to musical literacy, fundamental control, | 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. | | attention to musical literacy, fundamental control, technical accuracy, | · · | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances. | particular grade- or course- level expectation. | of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| HS2.IM.P3.A | the technical demands and an understanding of expressive qualities of the music in prepared and/or improvised performances | 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS2.IM.P3.B | | 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. | an understanding of intent | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS3.IM.P3.A | o , , | 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. | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-------------|--|--|--|---|---|--|---|
| HS3.IM.P3.B | connect with audience members before and during the process of engaging with and responding to them through prepared and/or | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS4.IM.P3.A | qualities of the music through prepared and/or | 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS4.IM.P3.B | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
|-------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|
| | demonstrates an ability to | demonstrates an ability to | an ability to connect with | demonstrates an ability to | an ability to connect with | growth from the Level 5 | of growth from the Level 5 |
| | connect with audience | connect with audience | audience members | connect with audience | audience members | criteria descriptor for this | criteria descriptor for this |
| | members | members | before and during the | members | before and during the | particular grade- or course- | particular grade- or course- |
| | before and during the | before and during the | process of engaging with | before and during the | process of engaging with | level expectation. | level expectation. |
| | process of engaging with | process of engaging with | and responding to them | process of engaging with | and responding to them | | |
| | and responding to them | and responding to them | through prepared and/or | and responding to them | through prepared and/or | | |
| | through prepared and/or | through prepared and/or | improvised performances. | through prepared and/or | improvised performances. | | |
| | improvised performances. | improvised performances. | | improvised performances. | | | |
| | | | | | | | |
| | | | | | | | |

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 Cr | CREATE: FOUNDATION Cr1: Generate and conceptualize artistic ideas and work | | | | | | | | | | |
|-----------------------|--|----------------------------|----------------------------|----------------------------|----------------------------|------------------------------|------------------------------|--|--|--|--|
| STANDARD | 1 | 2 | 3 | 4 | 5 | 6* | 7* | | | | |
| 6.IM.Cr1.A | Insufficiently composes | Inconsistently composes | Sufficiently composes | Exceptionally composes | Masterfully composes | Demonstrates one level of | Demonstrates two levels | | | | |
| | and/or improvises melodic | and/or improvises melodic | and/or improvises melodic | and/or improvises melodic | and/or improvises melodic | growth from the Level 5 | of growth from the Level 5 | | | | |
| | and rhythmic ideas or | and rhythmic ideas or | and rhythmic ideas or | and rhythmic ideas or | and rhythmic ideas or | criteria descriptor for this | criteria descriptor for this | | | | |
| | motives that reflect | motives that reflect | motives that reflect | motives that reflect | motives that reflect | particular grade- or course- | particular grade- or course- | | | | |
| | characteristic(s) of music | characteristic(s) of music | characteristic(s) of music | characteristic(s) of music | characteristic(s) of music | level expectation. | level expectation. | | | | |
| | or text(s). For example: | or text(s). For example: | or text(s). For example: | or text(s). For example: | or text(s). For example: | | | | | | |
| | describes the fundamental | describes the fundamental | describes the fundamental | describes the fundamental | describes the fundamental | | | | | | |
| | concepts of improvisation. | concepts of improvisation. | concepts of improvisation. | concepts of improvisation. | concepts of improvisation. | | | | | | |
| | Creates a variation of a | Creates a variation of a | Creates a variation of a | Creates a variation of a | Creates a variation of a | | | | | | |
| | simple | simple | simple | simple | simple | | | | | | |
| | rhythmic pattern. | rhythmic pattern. | rhythmic pattern. | rhythmic pattern. | rhythmic pattern. | | | | | | |
| | Improvises a solo over a | Improvises a solo over a | Improvises a solo over a | Improvises a solo over a | Improvises a solo over a | | | | | | |
| | given chord (using one or | given chord (using one or | given chord (using one or | given chord (using one or | given chord (using one or | | | | | | |
| | more pitches). | more pitches). | more pitches). | more pitches). | more pitches). | | | | | | |
| | Understands individual | Understands individual | Understands individual | Understands individual | Understands individual | | | | | | |
| | instrument transposition | instrument transposition | instrument transposition | instrument transposition | instrument transposition | | | | | | |
| | (concert pitch versus | (concert pitch versus | (concert pitch versus | (concert pitch versus | (concert pitch versus | | | | | | |
| | actual pitch). | actual pitch). | actual pitch). | actual pitch). | actual pitch). | | | | | | |
| | <u> </u> | · | · . | | | | | | | | |
| | | | | | | | | | | | |

| 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 | 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 | 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 | 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 | 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 | particular grade- or course level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|------------|---|---|---|--|--|--|---|
| | concert pitch. | concert pitch. | concert pitch. | concert pitch. | concert pitch. | | |
| 8.IM.Cr1.A | purposes that reflect characteristic(s) of music | 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS1.IM.Cr1.A | and/or improvises ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|--------------|---|---|---|---|--|------------------------------|---|
| HS2.IM.Cr1.A | | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | criteria descriptor for this | 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. | criteria descriptor for this | 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 | develops draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music | 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 fourmeasure melody within specified guidelines. | develops draft melodic and rhythmic ideas or motives that demonstrate understanding of | 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 fourmeasure 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 fourmeasure melody within specified guidelines. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|------------|---|--|--|---|---|--|---|
| 6.IM.Cr2.B | • | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 7.IM.Cr2.A | and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music | 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 7.IM.Cr2.B | draft compositions and/or improvisations through | 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. | 1 ' '' | Masterfully preserves draft compositions and/or improvisations through standard notation and/or recording technology. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| 8.IM.Cr2.A | develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical | 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. | develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical | develops draft melodic and rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|--------------|--|---|--|---|--|--|---|
| 8.IM.Cr2.B | · ' ' | 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. | | Masterfully preserves draft compositions and/or improvisations through musical notation and/or recording technology. | · · | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| HS1.IM.Cr2.A | develops melodies, rhythmic passages, | 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. | rhythmic passages, arrangements, or chordal structures for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS1.IM.Cr2.B | | Inconsistently 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. | _ ~ | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS2.IM.Cr2.A | develops chordal structures, arrangements, sections, and short | 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. | develops chordal structures, arrangements, sections, and short compositions for specific purposes that demonstrate | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|--------------|--|--|--|---|---|--|---|
| HS2.IM.Cr2.B | | Inconsistently 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. | _ | Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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 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. | | Masterfully describes and documents compositions and/or improvisations through standard notation and recording technology. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| ١ | HS4.IM.Cr2.B | Insufficiently describes | Inconsistently describes | Sufficiently describes and | Exceptionally describes | Masterfully describes and | Demonstrates one level of | Demonstrates two levels |
|---|--------------|---------------------------|---------------------------|----------------------------|---------------------------|---------------------------|------------------------------|------------------------------|
| ı | | and documents | and documents | documents compositions | and documents | documents compositions | growth from the Level 5 | of growth from the Level 5 |
| ı | | compositions and/or | compositions and/or | and/or improvisations | compositions and/or | and/or improvisations | criteria descriptor for this | criteria descriptor for this |
| ı | | improvisations | improvisations | through standard notation | improvisations | through standard notation | particular grade- or course- | particular grade- or course- |
| ı | | through standard notation | through standard notation | and recording technology. | through standard notation | and recording technology. | level expectation. | level expectation. |
| ı | | and recording technology. | and recording technology. | | and recording technology. | | | |
| ı | | | | | | | | |

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

| 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. | refines draft compositions and/or improvisations | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 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. | refines melodies, rhythmic passages, chordal | 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 courselevel 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. | , | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|--------------|---|---|---|--|--|------------------------------|---|
| HS3.IM.Cr3.A | 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. | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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. | criteria descriptor for this | 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 teacherprovided sources. | Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS4.IM.Cr3.B | individually or as an | Inconsistently shares varied, personally developed musical works, individually or as an ensemble, which address identified purposes and contexts. | personally developed | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |

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

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

DOMAIN: RESPOND

| RESPOND: FOUNDATIO | N R1: Perceive and analyze a | 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 6.IM.R1.B | | 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. | visual and aural examples, | and aural examples, | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 7.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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 7.IM.R1.B | | 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. | · · | Masterfully, through visual and aural examples, analyzes how context and musical elements inform student response to music. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |

| 8.IM.R1.B | | visual and aural examples, | · · · | Exceptionally, through visual and aural examples, analyzes and explains how context and the manipulation of musical elements influence response to music. Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources. | and aural examples, | particular grade- or course- level expectation. Demonstrates one level of growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-------------|--|--|--|--|--|--|--|
| HS1.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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| HS2.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 teacherprovided sources. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS2.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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| HS3.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 teacherprovided sources. | Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| HS3.IM.R1.B | Insufficiently 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. | the manipulation of musical elements influence response to | Masterfully analyzes and explains how context and the manipulation of musical elements influence response to music. | criteria descriptor for this | 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 teacherprovided sources. | Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS4.IM.R1.B | Insufficiently 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. | the manipulation of musical elements influence response to | Masterfully analyzes and explains how context and the manipulation of musical elements influence response to music. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

| RESPOND: FOUNDATION | R2: Interpret intent and m | eaning in artistic work | | | | | |
|---------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|
| STANDARD | 1 | 2 | 3 | 4 | 5 | 6* | 7* |
| 6.IM.R2.A | Insufficiently interprets | Inconsistently interprets | Sufficiently interprets and | Exceptionally interprets | Masterfully interprets and | Demonstrates one level of | Demonstrates two levels |
| | and describes the artistic | and describes the artistic | describes the artistic | and describes the artistic | describes the artistic | growth from the Level 5 | of growth from the Level 5 |
| | intent and aesthetic | criteria descriptor for this | criteria descriptor for this |
| | qualities of musical works, | particular grade- or course- | particular grade- or course- |
| | citing as evidence the | level expectation. | level expectation. |
| | treatment of the elements | | |
| | of music, | | |
| | contexts, and historical | | |
| | significance. | significance. | significance. | significance. | significance. | | |
| | | | | | | | |
| 7.IM.R2.A | Insufficiently identifies | Inconsistently identifies | Sufficiently identifies and | Exceptionally identifies | Masterfully identifies and | Demonstrates one level of | Demonstrates two levels |
| | and supports | and supports | supports interpretations | and supports | supports interpretations | growth from the Level 5 | of growth from the Level 5 |
| | interpretations of the | interpretations of the | of the artistic intent and | interpretations of the | of the artistic intent and | criteria descriptor for this | criteria descriptor for this |
| | artistic intent and | artistic intent and | aesthetic qualities of | artistic intent and | aesthetic qualities of | particular grade- or course- | particular grade- or course- |
| | aesthetic qualities of | aesthetic qualities of | musical works, citing as | aesthetic qualities of | musical works, citing as | level expectation. | level expectation. |
| | musical works, citing as | musical works, citing as | evidence the treatment of | musical works, citing as | evidence the treatment of | | |
| | evidence the treatment of | evidence the treatment of | the elements of music, | evidence the treatment of | the elements of music, | | |
| | the elements of music, | the elements of music, | contexts, and historical | the elements of music, | contexts, and historical | | |
| | contexts, and historical | contexts, and historical | significance. | contexts, and historical | significance. | | |
| | significance. | significance. | | significance. | | | |

| 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS2.IM.R2.A | citing as evidence the | 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. | citing as evidence the | citing as evidence the | 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. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |

| H: | S4.IM.R2.A | Insufficiently justifies | Inconsistently justifies | Sufficiently justifies | Exceptionally justifies | Masterfully justifies | Demonstrates one level of | Demonstrates two levels |
|----|------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|------------------------------|
| Т | | interpretations of the | growth from the Level 5 | of growth from the Level 5 |
| 1 | | expressive intent and | criteria descriptor for this | criteria descriptor for this |
| 1 | | meaning of musical works | particular grade- or course- | particular grade- or course- |
| 1 | | by comparing and | level expectation. | level expectation. |
| 1 | | synthesizing varied | | |
| 1 | | researched sources, | | |
| 1 | | including reference to | | |
| L | | other art forms. | | |

| RESPOND: FOUNDATION I | R3: Apply criteria to evalua | ate artistic work | | | | | |
|-----------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|------------------------------|
| STANDARD | 1 | 2 | 3 | 4 | 5 | 6* | 7* |
| 6.IM.R3.A | Insufficiently describes the | Inconsistently describes | Sufficiently describes the | Exceptionally describes | Masterfully describe the | Demonstrates one level of | Demonstrates two levels |
| | influence of experiences, | the influence of | influence of experiences, | the influence of | influence of experiences, | growth from the Level 5 | of growth from the Level 5 |
| | performances, context, | experiences, | performances, context, | experiences, | performances, context, | criteria descriptor for this | criteria descriptor for this |
| | and analysis on the artistic | performances, context, | and analysis on the artistic | performances, context, | and analysis on the artistic | particular grade- or course- | particular grade- or course- |
| | process. | and analysis on the artistic | process. | and analysis on the artistic | process. | level expectation. | level expectation. |
| | | process. | | process. | | | |
| 7.IM.R3.A | Insufficiently describes | Inconsistently describes | Sufficiently describes and | Exceptionally describes | Masterfully describes and | Demonstrates one level of | Demonstrates two levels |
| | and evaluates the | and evaluates the | evaluates the influence of | and evaluates the | evaluates the influence of | growth from the Level 5 | of growth from the Level 5 |
| | influence of experiences, | influence of experiences, | experiences, | influence of experiences, | experiences, | criteria descriptor for this | criteria descriptor for this |
| | performances, | performances, | performances, | performances, | performances, | particular grade- or course- | particular grade- or course- |
| | context, and analysis on | level expectation. | level expectation. |
| | the artistic process. | | |
| 8.IM.R3.A | Insufficiently identifies | Inconsistently identifies | Sufficiently identifies and | Exceptionally identifies | Masterfully identifies and | Demonstrates one level of | Demonstrates two levels |
| | and justifies musical | and justifies musical | justifies musical | and justifies musical | justifies musical | growth from the Level 5 | of growth from the Level 5 |
| | preferences using | criteria descriptor for this | criteria descriptor for this |
| | appropriate vocabulary, | particular grade- or course | particular grade- or course- |
| | context, student opinion, | level expectation. | level expectation. |
| | and personal research | | |
| | o | gathered from | o . | ~ | gathered from | | |
| | | varied sources. | varied sources. | varied sources. | varied sources. | | |
| HS1.IM.R3.A | Insufficiently develops and | , , | | | Masterfully develops and | Demonstrates one level of | |
| | Ī | and justifies evaluations of | | and justifies evaluations of | 2 | 9 | of growth from the Level 5 |
| | | musical programs and | , , | musical programs and | musical programs and | · • | criteria descriptor for this |
| | ' | performances based on | ' · | performances based on | performances based on | | particular grade- or course- |
| | · · · | criteria, personal decision | criteria, personal decision | • | criteria, personal decision | level expectation. | level expectation. |
| | | making, research, and | | making, research, and | making, research, and | | |
| | understanding of contexts. | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

| HS2.IM.R3.A | making, research, and | and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and | justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and | and justifies evaluations of musical programs and performances based on | musical programs and performances based on criteria, personal decision making, research, and | criteria descriptor for this particular grade- or course-level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|-------------|-----------------------|--|---|---|---|---|---|
| HS3.IM.R3.A | making, research, and | and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and | musical programs and performances based on criteria, personal decision making, research, and | making, research, and | Masterfully develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts. | criteria descriptor for this particular grade- or course- level expectation. | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| HS4.IM.R3.A | making, research, and | Inconsistently develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts. | musical programs and performances based on criteria, personal decision making, research, and | making, research, and | Masterfully develops and justifies evaluations of musical programs and performances based on criteria, personal decision making, research, and understanding of contexts. | criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |

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

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

DOMAIN: CONNECT

| CONNECT: FOUNDATIO | N Cn1: Synthesize and relate | knowledge and personal | experiences to artistic en | deavors | | | |
|--------------------|--|--|--|---|---|---|---|
| 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. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
| 8.IM.Cn1.A | skills relate to personal choices and intent when | 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 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 courselevel expectation. |

| HS3.IM.Cn1.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
|--------------|--|---|---|--|--|--|--|
| | demonstrates how | demonstrates how | how interests, knowledge, | demonstrates how | how interests, knowledge, | growth from the Level 5 | of growth from the Level 5 |
| | interests, knowledge, and | interests, knowledge, and | and skills relate to | interests, knowledge, and | and skills relate to | criteria descriptor for this | criteria descriptor for this |
| | skills relate to personal | skills relate to personal | personal choices and | skills relate to personal | personal choices and | particular grade- or course- | particular grade- or course- |
| | choices and intent when | choices and intent when | intent when creating, | choices and intent when | intent when creating, | level expectation. | level expectation. |
| | creating, performing, and | creating, performing, and | performing, and | creating, performing, and | performing, and | | |
| | responding to music. | responding to music. | responding to music. | responding to music. | responding to music. | | |
| | | | | | | | |
| | | | | | | | |
| HS4.IM.Cn1.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| HS4.IM.Cn1.A | · · | Inconsistently demonstrates how | Sufficiently demonstrates how interests, knowledge, | l ' ' | Masterfully demonstrates how interests, knowledge, | | Demonstrates two levels of growth from the Level 5 |
| HS4.IM.Cn1.A | demonstrates how | 1 | how interests, knowledge, | demonstrates how | how interests, knowledge, | growth from the Level 5 | |
| HS4.IM.Cn1.A | demonstrates how interests, knowledge, and | demonstrates how | how interests, knowledge, and skills relate to | demonstrates how interests, knowledge, and | how interests, knowledge, and skills relate to | growth from the Level 5 criteria descriptor for this | of growth from the Level 5 |
| HS4.IM.Cn1.A | demonstrates how interests, knowledge, and skills relate to personal | demonstrates how interests, knowledge, and | how interests, knowledge, and skills relate to personal choices and | demonstrates how interests, knowledge, and | how interests, knowledge, and skills relate to | growth from the Level 5 criteria descriptor for this particular grade- or course | of growth from the Level 5 criteria descriptor for this |
| HS4.IM.Cn1.A | demonstrates how interests, knowledge, and skills relate to personal choices and intent when | demonstrates how interests, knowledge, and skills relate to personal | how interests, knowledge, and skills relate to personal choices and intent when creating, | demonstrates how interests, knowledge, and skills relate to personal choices and intent when | how interests, knowledge, and skills relate to personal choices and | growth from the Level 5 criteria descriptor for this particular grade- or course | of growth from the Level 5 criteria descriptor for this particular grade- or course- |
| HS4.IM.Cn1.A | demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and | demonstrates how interests, knowledge, and skills relate to personal choices and intent when | how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and | demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and | how interests, knowledge, and skills relate to personal choices and intent when creating, | growth from the Level 5 criteria descriptor for this particular grade- or course | of growth from the Level 5 criteria descriptor for this particular grade- or course- |

| CONNECT: FOUNDATION | N Cn2: Relate artistic ideas | and works with societal, c | ultural, and historical cont | ext | | | |
|---------------------|------------------------------|----------------------------|------------------------------|----------------------------|---------------------------|------------------------------|------------------------------|
| STANDARD | 1 | 2 | 3 | 4 | 5 | 6* | 7* |
| 6.IM.Cn2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| | demonstrates | demonstrates | understanding of | demonstrates | understanding of | growth from the Level 5 | of growth from the Level 5 |
| | understanding of | understanding of | relationships between | understanding of | relationships between | criteria descriptor for this | criteria descriptor for this |
| | relationships between | relationships between | music and the other arts, | relationships between | music and the other arts, | particular grade- or course | particular grade- or course- |
| | music and the other arts, | music and the other arts, | other disciplines, varied | music and the other arts, | other disciplines, varied | level expectation. | level expectation. |
| | other disciplines, varied | other disciplines, varied | contexts, and daily life. | other disciplines, varied | contexts, and daily life. | | |
| | contexts, and daily life. | contexts, and daily life. | | contexts, and daily life. | | | |
| | | | | | | | |
| 7.IM.Cn2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Exceptionally | Masterfully demonstrates | Demonstrates one level of | Demonstrates two levels |
| | demonstrates | demonstrates | understanding of | demonstrates | understanding of | _ | of growth from the Level 5 |
| | understanding of | understanding of | relationships between | understanding of | relationships between | criteria descriptor for this | criteria descriptor for this |
| | relationships between | relationships between | music and the other arts, | relationships between | music and the other arts, | particular grade- or course | particular grade- or course- |
| | music and the other arts, | music and the other arts, | other disciplines, varied | music and the other arts, | other disciplines, varied | level expectation. | level expectation. |
| | other disciplines, varied | other disciplines, varied | contexts, and daily life. | other disciplines, varied | contexts, and daily life. | | |
| | contexts, and daily life. | contexts, and daily life. | | contexts, and daily life. | | | |
| 8.IM.Cn2.A | Insufficiently | Inconsistently | Sufficiently demonstrates | Eventionally | Masterfully demonstrates | Demonstrates one level of | Domonstratos tivo lovols |
| 8.1WI.CIIZ.A | demonstrates | demonstrates | understanding of | Exceptionally demonstrates | 1 ' | | of growth from the Level 5 |
| | | | | | understanding of | _ | - C |
| | understanding of | understanding of | relationships between | understanding of | relationships between | · | criteria descriptor for this |
| | relationships between | relationships between | music and the other arts, | relationships between | music and the other arts, | - | particular grade- or course- |
| | music and the other arts, | music and the other arts, | other disciplines, varied | music and the other arts, | other disciplines, varied | level expectation. | level expectation. |
| | other disciplines, varied | other disciplines, varied | contexts, and daily life. | other disciplines, varied | contexts, and daily life. | | |
| | contexts, and daily life. | contexts, and daily life. | | contexts, and daily life. | | | |
| | | | | | | | |

| HS1.IM.Cn2.A | Insufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Inconsistently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Sufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | demonstrates understanding of relationships between | Masterfully demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | • | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation. |
|--------------|---|---|--|--|---|---|---|
| HS2.IM.Cn2.A | Insufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Inconsistently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Sufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Exceptionally demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Masterfully demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| HS3.IM.Cn2.A | Insufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Inconsistently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Sufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | relationships between | Masterfully demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |
| HS4.IM.Cn2.A | Insufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Inconsistently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Sufficiently demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Exceptionally demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | Masterfully demonstrates understanding of relationships between music and other disciplines, history, varied contexts, and daily life. | growth from the Level 5 criteria descriptor for this | Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation. |