

Vocal Music 6-12

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

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

DOMAIN: PERFORM

PERFORM: FOUNDATION P1: Select, analyze, and interpret artistic work for performance

STANDARD	1	2	3	4	5	6*	7*
6.VM.P1.A	Insufficiently selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Inconsistently selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Sufficiently selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Exceptionally selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Masterfully selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.P1.B	Insufficiently uses music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.	Inconsistently uses music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.	Sufficiently uses music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.	Exceptionally uses music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.	Masterfully uses music reading skills to demonstrate how knowledge of compositional devices in musical works informs prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.P1.C	Insufficiently identifies expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.	Inconsistently identifies expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.	Sufficiently identifies expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.	Exceptionally identifies expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.	Masterfully identifies expressive qualities in a varied repertoire of music that can be demonstrated through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.P1.A	Insufficiently selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Inconsistently selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Sufficiently selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Exceptionally selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Masterfully selects varied repertoire to study based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P1.B	Insufficiently uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Inconsistently uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Sufficiently uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Exceptionally uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Masterfully uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.P1.C	Insufficiently demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Inconsistently demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Sufficiently demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Exceptionally demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Masterfully demonstrates understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P1.A	Insufficiently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Inconsistently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Sufficiently explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Exceptionally explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Masterfully explains the criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P1.B	Insufficiently uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Inconsistently uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Sufficiently uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Exceptionally uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Masterfully uses music reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.VM.P1.C	Insufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Masterfully demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.IM.P1.A	Insufficiently explains the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Inconsistently explains the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Sufficiently explains the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Exceptionally explains the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Masterfully explains the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.IM.P1.B	Insufficiently uses music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Inconsistently uses music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Sufficiently uses music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Exceptionally uses music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Masterfully uses music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.IM.P1.C	Insufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Masterfully demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.IM.P1.A	Insufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Inconsistently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Sufficiently develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Exceptionally develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Masterfully develops and applies criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.IM.P1.B	Insufficiently documents and demonstrates, using music reading skills, how compositional devices and 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 and 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 and 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 and 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 and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.IM.P1.C	Insufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Inconsistently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Exceptionally demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.IM.P1.A	Insufficiently develops and applies criteria to select varied programs 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 varied programs 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 varied programs 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 varied programs 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 varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.IM.P1.B	Insufficiently, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Inconsistently, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Sufficiently, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Exceptionally, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Masterfully, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.IM.P1.C	Insufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Inconsistently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Exceptionally demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.IM.P1.A	Insufficiently develops and applies criteria to select varied programs 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 varied programs 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 varied programs 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 varied programs 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 varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.IM.P1.B	Insufficiently using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Inconsistently using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Sufficiently using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Exceptionally using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Masterfully using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.IM.P1.C	Insufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Inconsistently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Exceptionally demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

PERFORM: FOUNDATION P2: Develop and refine artistic techniques and work for performance							
STANDARD	1	2	3	4	5	6*	7*
6.VM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

6.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.P2.C	Insufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Inconsistently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Sufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Exceptionally demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Masterfully demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.P2.D	Insufficiently uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Inconsistently uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Sufficiently uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Exceptionally uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Masterfully uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.VM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.C	Insufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Inconsistently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Sufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Exceptionally demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Masterfully demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.D	Insufficiently uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Inconsistently uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Sufficiently uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Exceptionally uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Masterfully uses self-reflection and peer feedback to refine individual and ensemble performance of a varied repertoire of music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.VM.P2.C	Insufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Inconsistently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Sufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Exceptionally demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Masterfully demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Rhythm work including pulse, note, and rest values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics, phrasing, and stylistic characteristics	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P2.D	Insufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other sources to refine performances.	Inconsistently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other sources to refine performances.	Sufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other sources to refine performances.	Exceptionally develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other sources to refine performances.	Masterfully develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other sources to refine performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.VM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.C	Insufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Inconsistently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Sufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Exceptionally demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Masterfully demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.D	Insufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Inconsistently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Sufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Exceptionally develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Masterfully develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.VM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.C	Insufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Inconsistently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Sufficiently demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Exceptionally demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Masterfully demonstrates technical accuracy through appropriate use of: •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.D	Insufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Inconsistently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Sufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Exceptionally develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Masterfully develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.VM.P2.A	Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s)while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s)while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s)while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s)while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s)while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.P2.C	<p>Insufficiently demonstrates technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics 	<p>Inconsistently demonstrates technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics 	<p>Sufficiently demonstrates technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics 	<p>Exceptionally demonstrates technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics 	<p>Masterfully demonstrates technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> •Tonal center/key relations •Scale construction •Pitch and rhythm work •Range development •Diction, pronunciation, vowel formation, and clarity of text •Expressive elements including dynamics, phrasing, and stylistic characteristics 	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>
HS3.VM.P2.D	<p>Insufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Inconsistently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Sufficiently develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Exceptionally develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Masterfully develops and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.</p>	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>
HS4.VM.P2.A	<p>Insufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.</p>	<p>Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.</p>	<p>Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble settings.</p>	<p>Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.</p>	<p>Masterfully demonstrates the ability to read and notate music individually and/or in ensemble settings.</p>	<p>Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>	<p>Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.</p>

HS4.VM.P2.B	Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Inconsistently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Sufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Exceptionally demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Masterfully demonstrates fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: •Posture •Breath management •Tone production with freedom, resonance, and control •Pitch matching, pitch accuracy, and intonation •Balance and blend •Sense of ensemble	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
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PERFORM: FOUNDATION P3: Convey and express meaning through the presentation of artistic work							
STANDARD	1	2	3	4	5	6*	7*
6.VM.P3.A	Insufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Inconsistently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Sufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Exceptionally demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Masterfully demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.P3.B	Insufficiently performs music with technical accuracy to demonstrate the creator's intent.	Inconsistently performs music with technical accuracy to demonstrate the creator's intent.	Sufficiently performs music with technical accuracy to demonstrate the creator's intent.	Exceptionally performs music with technical accuracy to demonstrate the creator's intent.	Masterfully performs music with technical accuracy to demonstrate the creator's intent.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

6.VM.P3.C	Insufficiently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Inconsistently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Sufficiently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Exceptionally demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Masterfully demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.P3.A	Insufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Inconsistently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Sufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Exceptionally demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Masterfully demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.P3.B	Insufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Masterfully demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.P3.C	Insufficiently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Inconsistently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Sufficiently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Exceptionally demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Masterfully demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

8.VM.P3.A	Insufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Inconsistently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Sufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Exceptionally demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Masterfully demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P3.B	Insufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Masterfully demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.P3.C	Insufficiently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Inconsistently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Sufficiently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Exceptionally demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Masterfully demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.VM.P3.A	Insufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Inconsistently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Sufficiently demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Exceptionally demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Masterfully demonstrates attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS1.VM.P3.B	Insufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Masterfully demonstrates an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.VM.P3.A	Insufficiently demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Inconsistently demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Sufficiently demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Exceptionally demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Masterfully demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.VM.P3.B	Insufficiently demonstrates an understanding of intent as a means for connecting with an audience through prepared or improvised performances.	Inconsistently demonstrates an understanding of intent as a means for connecting with an audience through prepared or improvised performances.	Sufficiently demonstrates an understanding of intent as a means for connecting with an audience through prepared or improvised performances.	Exceptionally demonstrates an understanding of intent as a means for connecting with an audience through prepared or improvised performances.	Masterfully demonstrates an understanding of intent as a means for connecting with an audience through prepared or improvised performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.VM.P3.A	Insufficiently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Inconsistently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and 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 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 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 improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.VM.P3.B	Insufficiently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Inconsistently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Sufficiently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Exceptionally demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Masterfully demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.P3.A	Insufficiently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Inconsistently demonstrates an understanding and mastery of the technical demands and expressive qualities of the music through prepared and 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 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 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 improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.P3.B	Insufficiently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Inconsistently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Sufficiently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Exceptionally demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	Masterfully demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised 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.

Vocal Music 6-12

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

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

DOMAIN: CREATE

CREATE: FOUNDATION Cr1: Generate and conceptualize artistic ideas and work

STANDARD	1	2	3	4	5	6*	7*
6.VM.Cr1.A	Insufficiently composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Inconsistently composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Sufficiently composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Exceptionally composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Masterfully composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.Cr1.A	Insufficiently composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Inconsistently composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Sufficiently composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Exceptionally composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Masterfully composes and improvises melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.Cr1.A	Insufficiently composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Inconsistently composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Sufficiently composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Exceptionally composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Masterfully composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.VM.Cr1.A	Insufficiently composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Inconsistently composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Sufficiently composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Exceptionally composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Masterfully composes and improvises melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS2.VM.Cr1.A	Insufficiently composes and improvises ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.	Inconsistently composes and improvises ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.	Sufficiently composes and improvises ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.	Exceptionally composes and improvises ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.	Masterfully composes and improvises ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.VM.Cr1.A	Insufficiently composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Inconsistently composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Sufficiently composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Exceptionally composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Masterfully composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.Cr1.A	Insufficiently composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Inconsistently composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Sufficiently composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Exceptionally composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Masterfully composes and improvises musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

CREATE: FOUNDATION Cr2: Organize and develop artistic ideas and work							
STANDARD	1	2	3	4	5	6*	7*
6.VM.Cr2.A	Insufficiently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Inconsistently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Sufficiently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Exceptionally selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Masterfully selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.Cr2.B	Insufficiently documents compositions and/or improvisations through notation and/or recording.	Inconsistently documents compositions and/or improvisations through notation and/or recording.	Sufficiently documents compositions and/or improvisations through notation and/or recording.	Exceptionally documents compositions and/or improvisations through notation and/or recording.	Masterfully documents compositions and/or improvisations through notation and/or recording.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.Cr2.A	Insufficiently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Inconsistently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Sufficiently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Exceptionally selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Masterfully selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

7.VM.Cr2.B	Insufficiently documents compositions and/or improvisations through notation and/or recording.	Inconsistently documents compositions and/or improvisations through notation and/or recording.	Sufficiently documents compositions and/or improvisations through notation and/or recording.	Exceptionally documents compositions and/or improvisations through notation and/or recording.	Masterfully documents compositions and/or improvisations through notation and/or recording.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.Cr2.A	Insufficiently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Inconsistently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Sufficiently selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Exceptionally selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Masterfully selects, drafts, and develops melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.Cr2.A	Insufficiently documents compositions and/or improvisations through notation and/or recording.	Inconsistently documents compositions and/or improvisations through notation and/or recording.	Sufficiently documents compositions and/or improvisations through notation and/or recording.	Exceptionally documents compositions and/or improvisations through notation and/or recording.	Masterfully documents compositions and/or improvisations through notation and/or recording.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.Cr2.A	Insufficiently selects, drafts, and develops melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.	Inconsistently selects, drafts, and develops melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.	Sufficiently selects, drafts, and develops melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.	Exceptionally selects, drafts, and develops melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.	Masterfully selects, drafts, and develops melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.VM.Cr2.B	Insufficiently describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Inconsistently describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Sufficiently describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Exceptionally describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Masterfully describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS4.VM.Cr2.B	Insufficiently describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Inconsistently describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Sufficiently describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Exceptionally describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Masterfully describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
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CREATE: FOUNDATION Cr3: Refine and complete artistic work							
STANDARD	1	2	3	4	5	6*	7*
6.VM.Cr3.A	Insufficiently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Inconsistently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Sufficiently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Exceptionally evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Masterfully evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.Cr3.B	Insufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Inconsistently presents finalized composition and/or improvisation individually or as an ensemble.	Sufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Exceptionally presents finalized composition and/or improvisation individually or as an ensemble.	Masterfully presents finalized composition and/or improvisation individually or as an ensemble.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.Cr3.A	Insufficiently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Inconsistently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Sufficiently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Exceptionally evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Masterfully evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.Cr3.B	Insufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Inconsistently presents finalized composition and/or improvisation individually or as an ensemble.	Sufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Exceptionally presents finalized composition and/or improvisation individually or as an ensemble.	Masterfully presents finalized composition and/or improvisation individually or as an ensemble.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.Cr3.A	Insufficiently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Inconsistently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Sufficiently evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Exceptionally evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Masterfully evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.VM.Cr3.B	Insufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Inconsistently presents finalized composition and/or improvisation individually or as an ensemble.	Sufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Exceptionally presents finalized composition and/or improvisation individually or as an ensemble.	Masterfully presents finalized composition and/or improvisation individually or as an ensemble.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.Cr3.A	Insufficiently evaluates and refines compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively developed criteria.	Inconsistently evaluates and refines compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively developed criteria.	Sufficiently evaluates and refines compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively developed criteria.	Exceptionally evaluates and refines compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively developed criteria.	Masterfully evaluates and refines compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively developed criteria.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.Cr3.B	Insufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Inconsistently presents finalized composition and/or improvisation individually or as an ensemble.	Sufficiently presents finalized composition and/or improvisation individually or as an ensemble.	Exceptionally presents finalized composition and/or improvisation individually or as an ensemble.	Masterfully presents finalized composition and/or improvisation individually or as an ensemble.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Vocal Music 6-12

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

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

DOMAIN: RESPOND

RESPOND: FOUNDATION R1: Perceive and analyze artistic work

STANDARD	1	2	3	4	5	6*	7*
6.VM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
6.VM.R1.B	Insufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Inconsistently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Sufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Exceptionally, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Masterfully, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, and student interest.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.R1.B	Insufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Inconsistently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Sufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Exceptionally, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Masterfully, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.R1.A	Insufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Inconsistently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS3.VM.R1.B	Insufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Inconsistently analyzes and explains how context and the manipulation of musical elements influence response to music.	Sufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Exceptionally analyzes and explains how context and the manipulation of musical elements influence response to music.	Masterfully analyzes and explains how context and the manipulation of musical elements influence response to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.R1.A	Insufficiently identifies, compares/contrasts, and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Inconsistently identifies, compares/contrasts, and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Sufficiently identifies, compares/contrasts, and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Exceptionally identifies, compares/contrasts, and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies, compares/contrasts, and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.R1.B	Insufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Inconsistently analyzes and explains how context and the manipulation of musical elements influence response to music.	Sufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	Exceptionally analyzes and explains how context and the manipulation of musical elements influence response to music.	Masterfully analyzes and explains how context and the manipulation of musical elements influence response to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

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

HS4.VM.R2.A	Insufficiently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	Inconsistently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	Sufficiently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	Exceptionally interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	Masterfully interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
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RESPOND: FOUNDATION R3: Apply criteria to evaluate artistic work							
STANDARD	1	2	3	4	5	6*	7*
6.VM.R3.A	Insufficiently describes the influence of experiences, performances, context, and analysis on the artistic process.	Inconsistently describes the influence of experiences, performances, context, and analysis on the artistic process.	Sufficiently describes the influence of experiences, performances, context, and analysis on the artistic process.	Exceptionally describes the influence of experiences, performances, context, and analysis on the artistic process.	Masterfully describes the influence of experiences, performances, context, and analysis on the artistic process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
7.VM.R3.A	Insufficiently describes and evaluate the influence of experiences, performances, context, and analysis on the artistic process.	Inconsistently describes and evaluate the influence of experiences, performances, context, and analysis on the artistic process.	Sufficiently describes and evaluate the influence of experiences, performances, context, and analysis on the artistic process.	Exceptionally describes and evaluate the influence of experiences, performances, context, and analysis on the artistic process.	Masterfully describes and evaluate the influence of experiences, performances, context, and analysis on the artistic process.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.R3.A	Insufficiently identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Inconsistently identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Sufficiently identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Exceptionally identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Masterfully identifies and justifies musical preferences using appropriate vocabulary, context, student opinion, and personal research gathered from varied sources.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.VM.R3.A	Insufficiently applies appropriate criteria to evaluate musical works and performances.	Inconsistently applies appropriate criteria to evaluate musical works and performances.	Sufficiently applies appropriate criteria to evaluate musical works and performances.	Exceptionally applies appropriate criteria to evaluate musical works and performances.	Masterfully applies appropriate criteria to evaluate musical works and performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

HS2.VM.R3.A	Insufficiently applies appropriate criteria to evaluate musical works and performances.	Inconsistently applies appropriate criteria to evaluate musical works and performances.	Sufficiently applies appropriate criteria to evaluate musical works and performances.	Exceptionally applies appropriate criteria to evaluate musical works and performances.	Masterfully applies appropriate criteria to evaluate musical works and performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS3.VM.R3.A	Insufficiently applies appropriate criteria to evaluate musical works and performances.	Inconsistently applies appropriate criteria to evaluate musical works and performances.	Sufficiently applies appropriate criteria to evaluate musical works and performances.	Exceptionally applies appropriate criteria to evaluate musical works and performances.	Masterfully applies appropriate criteria to evaluate musical works and performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS4.VM.R3.A	Insufficiently applies appropriate criteria to evaluate musical works and performances.	Inconsistently applies appropriate criteria to evaluate musical works and performances.	Sufficiently applies appropriate criteria to evaluate musical works and performances.	Exceptionally applies appropriate criteria to evaluate musical works and performances.	Masterfully applies appropriate criteria to evaluate musical works and performances.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

Vocal Music 6-12

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

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

DOMAIN: CONNECT

CONNECT: FOUNDATION Cn1: Synthesize and relate knowledge and personal experiences to artistic endeavors

STANDARD	1	2	3	4	5	6*	7*
6.VM.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.VM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
HS1.VM.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.VM.Cn1.A	Insufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Inconsistently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Sufficiently demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Exceptionally demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Masterfully demonstrates how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

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

CONNECT: FOUNDATION Cn2: Relate artistic ideas and works with societal, cultural, and historical context							
STANDARD	1	2	3	4	5	6*	7*
6.VM.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.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.VM.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.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.
8.VM.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.	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-level expectation.

