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	N P1: Select, analyze, and in	terpret artistic work for pe	erformance				
STANDARD	1	2	3	4	5	6*	7*
6.VM.P1.A	Insufficiently selects varied	Inconsistently selects	Sufficiently selects varied	Exceptionally selects	Masterfully selects varied	Demonstrates one level of	Demonstrates two levels
	repertoire to study based	varied repertoire to study	repertoire to study based	varied repertoire to study	repertoire to study based	growth from the Level 5	of growth from the Level 5
	on music reading skills	based on music reading	on music reading skills	based on music reading	on music reading skills	criteria descriptor for this	criteria descriptor for this
	and an understanding of	skills and an	and an understanding of	skills and an	and an understanding of	particular grade- or course	particular grade- or course-
	the structure, context, and	understanding of the	the structure, context, and	understanding of the	the structure, context, and	level expectation.	level expectation.
	technical skill of the	structure, context, and	technical skill of the	structure, context, and	technical skill of the		
	individual or the	technical skill of the	individual or the	technical skill of the	individual or the		
	ensemble.	individual or the	ensemble.	individual or the	ensemble.		
		ensemble.		ensemble.			
6.VM.P1.B	Insufficiently uses music	Inconsistently uses music	Sufficiently uses music	Exceptionally uses music	Masterfully uses music	Demonstrates one level of	
	reading skills to	reading skills to	reading skills to	reading skills to	reading skills to	growth from the Level 5	of growth from the Level 5
	demonstrate how	demonstrate how	demonstrate how	demonstrate how	demonstrate how	criteria descriptor for this	criteria descriptor for this
	knowledge of	knowledge of	knowledge of	knowledge of	knowledge of	particular grade- or course	particular grade- or course-
	compositional devices in	compositional devices in	compositional devices in	compositional devices in	compositional devices in	level expectation.	level expectation.
	musical works informs	musical works informs	musical works informs	musical works informs	musical works informs		
	prepared and/or	prepared and/or	prepared and/or	prepared and/or	prepared and/or		
	improvised	improvised	improvised	improvised	improvised		
	performances.	performances.	performances.	performances.	performances.		
6.VM.P1.C	Insufficiently identifies	Inconsistently identifies	Sufficiently identifies	Exceptionally identifies	Masterfully identifies	Demonstrates one level of	Demonstrates two levels
	expressive qualities in a	expressive qualities in a	expressive qualities in a	expressive qualities in a	expressive qualities in a	growth from the Level 5	of growth from the Level 5
	varied repertoire of music	varied repertoire of music	varied repertoire of music	varied repertoire of music	varied repertoire of music	criteria descriptor for this	criteria descriptor for this
	that can be demonstrated	that can be demonstrated	that can be demonstrated	that can be demonstrated	that can be demonstrated	particular grade- or course	particular grade- or course-
	through prepared and/or	through prepared and/or	through prepared and/or	through prepared and/or	through prepared and/or	level expectation.	level expectation.
	improvised performances.	improvised performances.	improvised performances.	improvised performances.	improvised performances.		
7.VM.P1.A	Insufficiently selects varied	Inconsistently selects	Sufficiently selects varied	Exceptionally selects	Masterfully selects varied	Demonstrates one level of	Demonstrates two levels
	repertoire to study based	varied repertoire to study	repertoire to study based	varied repertoire to study	repertoire to study based	growth from the Level 5	of growth from the Level 5
	on music reading skills	based on music reading	on music reading skills	based on music reading	on music reading skills	criteria descriptor for this	criteria descriptor for this
	and an understanding of	skills and an	and an understanding of	skills and an	and an understanding of	particular grade- or course	particular grade- or course-
	the structure, context, and	understanding of the	the structure, context, and	understanding of the	the structure, context, and	level expectation.	level expectation.
	technical skill of the	structure, context, and	technical skill of the	structure, context, and	technical skill of the		
	individual or the	technical skill of the	individual or the	technical skill of the	individual or the		
	ensemble.	individual or the	ensemble.	individual or the	ensemble.		
		ensemble.		ensemble.			

7.VM.P1.B	reading skills to demonstrate how compositional devices and theoretical and structural characteristics in musical works inform prepared and/or	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
8.VM.P1.A	criteria used to select a varied repertoire to study, based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
8.VM.P1.B	characteristics in musical works inform prepared	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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

8.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.	demonstrates an understanding of context in a varied repertoire of	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 courselevel expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	the individual or ensemble, and the	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.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.IM.P1.B	inform prepared and/or	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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.IM.P1.C	Insufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Inconsistently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Sufficiently demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Exceptionally demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	Masterfully demonstrates an understanding of context in a varied repertoire of music through prepared and/or improvised performances.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

HS2.IM.P1.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	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.	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	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.	<u> </u>	of growth from the Level 5 criteria descriptor for this
HS2.IM.P1.B	compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or	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.	compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or	theoretical and structural aspects of musical works impact and inform prepared and/or	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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS2.IM.P1.C	varied repertoire of music influences prepared and/or improvised performances as well as	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.		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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS3.IM.P1.A	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	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.	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	and applies criteria to select varied programs to	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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS3.IM.P1.B	reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or	Inconsistently, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or	reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or	Masterfully, using music reading skills where appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or improvised performances.	criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS3.IM.P1.C	genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as	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.	context of a varied repertoire of music	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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS4.IM.P1.B	and perform based on an understanding of	and applies criteria to select varied programs to study and perform based on an understanding of	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.  Sufficiently using music reading skills where	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	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.  Masterfully using music reading skills where	criteria descriptor for this particular grade- or course- level expectation.	of growth from the Level 5 criteria descriptor for this
	appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or	appropriate, examines, evaluates, and critiques how the structure and	appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or	appropriate, examines, evaluates, and critiques how the structure and context impact and inform prepared and/or	appropriate, examines, evaluates, and critiques how the structure and	criteria descriptor for this particular grade- or course-level expectation.	criteria descriptor for this particular grade- or courselevel 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.	o ,	Sufficiently demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared	Masterfully demonstrates how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.	growth from the Level 5 criteria descriptor for this particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

PERFORM: FOUNDATION	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	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels				
	demonstrates the ability to	demonstrates the ability to	the ability to read and	demonstrates the ability to	the ability to read and	growth from the Level 5	of growth from the Level 5				
	read and notate music	read and notate music	notate music individually	read and notate music	notate music individually	criteria descriptor for this	criteria descriptor for this				
	individually and/or in	individually and/or in	and/or in ensemble	individually and/or in	and/or in ensemble	particular grade- or course-	particular grade- or course-				
	ensemble settings.	ensemble settings.	settings.	ensemble settings.	settings.	level expectation.	level expectation.				

6.VM.P2.B	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	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	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 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	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	particular grade- or course- level expectation.	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	accuracy through appropriate use of:	technical accuracy through appropriate use of:	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.VM.P2.B	demonstrates the ability to read and notate music individually and/or in ensemble settings.  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	read and notate music individually and/or in ensemble settings.  Inconsistently demonstrates	fundamental voice control	demonstrates the ability to read and notate music individually and/or in ensemble settings.  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	the ability to read and notate music individually and/or in ensemble settings.  Masterfully demonstrates	criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this	of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.VM.P2.C	values •Range development •Diction, pronunciation, and vowel formation •Expressive elements including dynamics,	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	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	demonstrates technical accuracy through appropriate use of:	technical accuracy through appropriate use of:	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

7.VM.P2.D	Insufficiently uses self-	Inconsistently uses self-	Sufficiently uses self-	Exceptionally uses self-	Masterfully uses self-	Demonstrates one level of	Demonstrates two levels
	reflection and peer	reflection and peer	reflection and peer	reflection and peer	reflection and peer		of growth from the Level 5
	feedback to refine	feedback to refine	feedback to refine	feedback to refine	feedback to refine	O	criteria descriptor for this
	individual and	individual and	individual and	individual and	individual and		particular grade- or course-
				ensemble performance of		level expectation.	level expectation.
	a varied repertoire of	a varied repertoire of	a varied repertoire of	a varied repertoire of	a varied repertoire of	Teres expectations	iever expectation.
	music.	music.	music.	music.	music.		
8.VM.P2.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	demonstrates the ability to	demonstrates the ability to	the ability to read and	demonstrates the ability to	the ability to read and	growth from the Level 5	of growth from the Level 5
	read and notate music	read and notate music	notate music individually	read and notate music	notate music individually	criteria descriptor for this	criteria descriptor for this
	individually and/or in	individually and/or in	and/or in ensemble	individually and/or in	and/or in ensemble	particular grade- or course-	particular grade- or course-
	ensemble settings.	ensemble settings.	settings.	ensemble settings.	settings.	level expectation.	level expectation.
							·
8.VM.P2.B	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	demonstrates	demonstrates	fundamental voice control	demonstrates	fundamental voice control	growth from the Level 5	of growth from the Level 5
	fundamental voice control	fundamental voice control	while performing a varied	fundamental voice control	while performing a varied	criteria descriptor for this	criteria descriptor for this
	while performing a varied	while performing a varied	repertoire of music	while performing a varied	repertoire of music	particular grade- or course-	particular grade- or course-
	repertoire of music	repertoire of music	individually and in	repertoire of music	individually and in	level expectation.	level expectation.
	individually and in	individually and in	ensemble setting(s) while	individually and in	ensemble setting(s) while		
	ensemble setting(s) while	ensemble setting(s) while	making appropriate use	ensemble setting(s) while	making appropriate use		
	making appropriate use	making appropriate use	of:	making appropriate use	of:		
	of:	of:	•Posture	of:	•Posture		
	•Posture	•Posture	<ul> <li>Breath management</li> </ul>	•Posture	<ul> <li>Breath management</li> </ul>		
	<ul><li>Breath management</li></ul>	<ul> <li>Breath management</li> </ul>	<ul> <li>Tone production with</li> </ul>	<ul> <li>Breath management</li> </ul>	<ul> <li>Tone production with</li> </ul>		
	<ul><li>Tone production with</li></ul>	<ul> <li>Tone production with</li> </ul>	freedom, resonance, and	<ul> <li>Tone production with</li> </ul>	freedom, resonance, and		
	freedom, resonance, and	freedom, resonance, and	control	freedom, resonance, and	control		
	control	control	<ul> <li>Pitch matching, accuracy,</li> </ul>		<ul> <li>Pitch matching, accuracy,</li> </ul>		
	<ul><li>Pitch matching, accuracy,</li></ul>	<ul> <li>Pitch matching, accuracy,</li> </ul>	and intonation	<ul> <li>Pitch matching, accuracy,</li> </ul>	and intonation		
	and intonation	and intonation	<ul> <li>Balance and blend</li> </ul>	and intonation	<ul> <li>Balance and blend</li> </ul>		
	<ul> <li>Balance and blend</li> </ul>	<ul> <li>Balance and blend</li> </ul>	<ul> <li>Sense of ensemble</li> </ul>	<ul> <li>Balance and blend</li> </ul>	<ul> <li>Sense of ensemble</li> </ul>		
	<ul><li>Sense of ensemble</li></ul>	<ul> <li>Sense of ensemble</li> </ul>		<ul> <li>Sense of ensemble</li> </ul>			
			l				

8.VM.P2.C	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	demonstrates technical	demonstrates technical	technical accuracy through	demonstrates technical	technical accuracy through	growth from the Level 5	of growth from the Level 5
	accuracy through	accuracy through			appropriate use of:		criteria descriptor for this
	appropriate use of:	appropriate use of:	•Tonal center/key relations	appropriate use of:	•Tonal center/key relations		particular grade- or course-
	•Tonal center/key relations	•Tonal center/key relations		•Tonal center/key relations	•Scale construction	level expectation.	level expectation.
	•Scale construction	•Scale construction	•Rhythm work including	•Scale construction	•Rhythm work including	·	·
	<ul> <li>Rhythm work including</li> </ul>	<ul> <li>Rhythm work including</li> </ul>	pulse, note, and rest	<ul> <li>Rhythm work including</li> </ul>	pulse, note, and rest		
	pulse, note, and rest	pulse, note, and rest	values	pulse, note, and rest	values		
	values	values	<ul> <li>Range development</li> </ul>	values	•Range development		
	<ul> <li>Range development</li> </ul>	<ul> <li>Range development</li> </ul>	<ul> <li>Diction, pronunciation,</li> </ul>	<ul> <li>Range development</li> </ul>	<ul> <li>Diction, pronunciation,</li> </ul>		
	<ul> <li>Diction, pronunciation,</li> </ul>	<ul> <li>Diction, pronunciation,</li> </ul>	and vowel formation	<ul> <li>Diction, pronunciation,</li> </ul>	and vowel formation		
	and vowel formation	and vowel formation	<ul> <li>Expressive elements</li> </ul>	and vowel formation	<ul> <li>Expressive elements</li> </ul>		
	<ul> <li>Expressive elements</li> </ul>	<ul> <li>Expressive elements</li> </ul>	including dynamics,	<ul> <li>Expressive elements</li> </ul>	including dynamics,		
	including dynamics,	including dynamics,	phrasing, and stylistic	including dynamics,	phrasing, and stylistic		
	phrasing, and stylistic	phrasing, and stylistic	characteristics	phrasing, and stylistic	characteristics		
	characteristics	characteristics		characteristics			
8.VM.P2.D	Insufficiently develops and	Inconsistantly dayalans	Sufficiently develops and	Exceptionally develops	Masterfully develops and	Demonstrates one level of	Domonstratos tuo lovols
8.VIVI.P2.D	insufficiently develops and	inconsistently develops	Sufficiently develops and	Exceptionally develops	iviasterium develops and	Demonstrates one level of	Definionstrates two levels
8.VIVI.P2.D	applies strategies to	and applies strategies to	applies strategies to	1 ' ' '	applies strategies to		of growth from the Level 5
8.VM.P2.D	· · ·		applies strategies to	and applies strategies to	, ,	growth from the Level 5	
8.VM.P2.D	applies strategies to	and applies strategies to	applies strategies to address expressive	and applies strategies to	applies strategies to	growth from the Level 5 criteria descriptor for this	of growth from the Level 5
8.VWI.P2.D	applies strategies to address expressive challenges in a varied repertoire of music, and	and applies strategies to address expressive challenges in a varied repertoire of music, and	applies strategies to address expressive challenges in a varied repertoire of music, and	and applies strategies to address expressive challenges in a varied repertoire of music, and	applies strategies to address expressive challenges in a varied repertoire of music, and	growth from the Level 5 criteria descriptor for this	of growth from the Level 5 criteria descriptor for this
8.VWI.P2.D	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success	and applies strategies to address expressive challenges in a varied	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success	growth from the Level 5 criteria descriptor for this particular grade- or course	of growth from the Level 5 criteria descriptor for this particular grade- or course-
8.VWI.P2.D	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from	growth from the Level 5 criteria descriptor for this particular grade- or course	of growth from the Level 5 criteria descriptor for this particular grade- or course-
8.VWI.P2.D	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other	applies strategies to address expressive challenges in a varied repertoire of music, and evaluates their success using feedback from ensemble peers and other	growth from the Level 5 criteria descriptor for this particular grade- or course	of growth from the Level 5 criteria descriptor for this particular grade- or course-
8.VWI.PZ.D	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	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	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	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	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	growth from the Level 5 criteria descriptor for this particular grade- or course	of growth from the Level 5 criteria descriptor for this particular grade- or course-
	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.	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.	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.	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.	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.	growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.	of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS1.VM.P2.A	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.	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.	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 demonstrates	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	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 demonstrates	growth from the Level 5 criteria descriptor for this particular grade- or course	of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
	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.  Insufficiently demonstrates the ability to	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 demonstrates the ability to	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 demonstrates the ability to read and	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 demonstrates the ability to	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 demonstrates the ability to read and	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5	of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5
	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.  Insufficiently demonstrates the ability to read and notate music	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 demonstrates the ability to read and notate music	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 demonstrates the ability to read and notate music individually	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 demonstrates the ability to read and notate music	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 demonstrates the ability to read and notate music individually	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this	of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this
	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.  Insufficiently demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually and/or in ensemble	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 demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually and/or in ensemble	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-
	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.  Insufficiently demonstrates the ability to read and notate music	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 demonstrates the ability to read and notate music	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 demonstrates the ability to read and notate music individually and/or in ensemble	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 demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this	of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this
	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.  Insufficiently demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually and/or in ensemble	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 demonstrates the ability to read and notate music individually and/or in	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 demonstrates the ability to read and notate music individually and/or in ensemble	growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-

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		demonstrates	1 '	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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	accuracy through	technical accuracy through appropriate use of: •Tonal center/key relations	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.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.	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	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.	growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS2.VM.P2.A  HS2.VM.P2.B	demonstrates the ability to read and notate music individually and/or in ensemble settings.  Insufficiently demonstrates fundamental voice control while performing a varied repertoire of music individually and in	demonstrates the ability to read and notate music individually and/or in ensemble settings. Inconsistently demonstrates	fundamental voice control	demonstrates the ability to read and notate music individually and/or in ensemble settings. Exceptionally demonstrates fundamental voice control	the ability to read and notate music individually and/or in ensemble settings.  Masterfully demonstrates	criteria descriptor for this particular grade- or course-level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
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	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	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	technical accuracy through appropriate use of:	•	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS2.VM.P2.D	address expressive challenges in a varied repertoire of music, and evaluate success using	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	and applies strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	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.	criteria descriptor for this particular grade- or course- level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS3.VM.P2.A	read and notate music	Inconsistently demonstrates the ability to read and notate music individually and/or in ensemble settings.	1	Exceptionally demonstrates the ability to read and notate music individually and/or in ensemble settings.	,	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS3.VM.P2.B	making appropriate use of: Posture Breath management Tone production with freedom, resonance, and control Pitch matching, pitch		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		fundamental voice control	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS3.VM.P2.C	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	1	demonstrates technical	technical accuracy through		technical accuracy through	growth from the Level 5	of growth from the Level 5
	accuracy through	accuracy through	, ,		appropriate use of:		criteria descriptor for this
	appropriate use of:	appropriate use of:	•Tonal center/key relations	, ,		•	particular grade- or course-
	1	•Tonal center/key relations	,	•Tonal center/key relations	•	level expectation.	level expectation.
	•Scale construction	•Scale construction	•Pitch and rhythm work	•Scale construction	•Pitch and rhythm work	·	,
	•Pitch and rhythm work	•Pitch and rhythm work	•Range development	•Pitch and rhythm work	•Range development		
	•Range development	•Range development	<ul> <li>Diction, pronunciation,</li> </ul>	•Range development	<ul> <li>Diction, pronunciation,</li> </ul>		
	<ul> <li>Diction, pronunciation,</li> </ul>	<ul> <li>Diction, pronunciation,</li> </ul>	vowel formation, and	<ul> <li>Diction, pronunciation,</li> </ul>	vowel formation, and		
	vowel formation, and	vowel formation, and	clarity of text	vowel formation, and	clarity of text		
	clarity of text	clarity of text	•Expressive elements	clarity of text	•Expressive elements		
	•Expressive elements	•Expressive elements	including dynamics,	•Expressive elements	including dynamics,		
	including dynamics,	including dynamics,	phrasing, and stylistic	including dynamics,	phrasing, and stylistic		
	phrasing, and stylistic	phrasing, and stylistic	characteristics	phrasing, and stylistic	characteristics		
		characteristics		characteristics			
HS3.VM.P2.D	Insufficiently develops and	Inconsistently develops	Sufficiently develops and	Exceptionally develops	Masterfully develops and	Demonstrates one level of	Demonstrates two levels
	applies strategies to	and applies strategies to	applies strategies to	and applies strategies to	applies strategies to	growth from the Level 5	of growth from the Level 5
	address expressive	address expressive	address expressive	address expressive	address expressive	criteria descriptor for this	criteria descriptor for this
	address expressive challenges in a varied	address expressive challenges in a varied	· ·	address expressive challenges in a varied	address expressive challenges in a varied	· ·	criteria descriptor for this particular grade- or course-
	challenges in a varied	· ·	challenges in a varied	· ·	· ·	· ·	· ·
	challenges in a varied repertoire of music, and	challenges in a varied	challenges in a varied	challenges in a varied repertoire of music, and	challenges in a varied	particular grade- or course-	particular grade- or course-
	challenges in a varied repertoire of music, and evaluate success using	challenges in a varied repertoire of music, and	challenges in a varied repertoire of music, and evaluate success using	challenges in a varied repertoire of music, and evaluate success using	challenges in a varied repertoire of music, and	particular grade- or course-	particular grade- or course-
	challenges in a varied repertoire of music, and evaluate success using	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	challenges in a varied repertoire of music, and evaluate success using	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	particular grade- or course- level expectation.	particular grade- or course-
	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble	particular grade- or course- level expectation.	particular grade- or course-
	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	particular grade- or course- level expectation.	particular grade- or course- level expectation.
HS4.VM.P2.A	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Sufficiently demonstrates	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Exceptionally	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Masterfully demonstrates	particular grade- or course- level expectation.  Demonstrates one level of	particular grade- or course- level expectation.  Demonstrates two levels
HS4.VM.P2.A	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Insufficiently demonstrates the ability to	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Inconsistently demonstrates the ability to	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Sufficiently demonstrates the ability to read and	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Exceptionally demonstrates the ability to	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Masterfully demonstrates the ability to read and	particular grade- or course- level expectation.  Demonstrates one level of growth from the Level 5	particular grade- or course- level expectation.  Demonstrates two levels of growth from the Level 5
HS4.VM.P2.A	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Insufficiently demonstrates the ability to read and notate music	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Inconsistently demonstrates the ability to read and notate music	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Sufficiently demonstrates the ability to read and notate music individually	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Exceptionally demonstrates the ability to read and notate music	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Masterfully demonstrates the ability to read and notate music individually	particular grade- or course- level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this	particular grade- or course- level expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this
HS4.VM.P2.A	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Insufficiently demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Inconsistently demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Exceptionally demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Masterfully demonstrates the ability to read and notate music individually and/or in ensemble	particular grade- or course- level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	particular grade- or course- level expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-
HS4.VM.P2.A	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Insufficiently demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Inconsistently demonstrates the ability to read and notate music	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Exceptionally demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Masterfully demonstrates the ability to read and notate music individually	particular grade- or course- level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	particular grade- or course- level expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this
HS4.VM.P2.A	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Insufficiently demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Inconsistently demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Sufficiently demonstrates the ability to read and notate music individually and/or in ensemble	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Exceptionally demonstrates the ability to read and notate music individually and/or in	challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.  Masterfully demonstrates the ability to read and notate music individually and/or in ensemble	particular grade- or course- level expectation.  Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course-	particular grade- or course- level expectation.  Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course-

HS4.VM.P2.B	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	demonstrates	demonstrates	fundamental voice control	demonstrates	fundamental voice control	growth from the Level 5	of growth from the Level 5
	fundamental voice control	fundamental voice control	while performing a varied	fundamental voice control	while performing a varied	criteria descriptor for this	criteria descriptor for this
	while performing a varied	while performing a varied	repertoire of music	while performing a varied	repertoire of music	particular grade- or course-	particular grade- or course-
	repertoire of music	repertoire of music	individually and in	repertoire of music	individually and in	level expectation.	level expectation.
	individually and in	individually and in	ensemble setting(s) while	individually and in	ensemble setting(s) while		
	ensemble setting(s) while	ensemble setting(s) while	making appropriate use	ensemble setting(s)while	making appropriate use		
	making appropriate use	making appropriate use	of:	making appropriate use	of:		
	of:	of:	•Posture	of:	•Posture		
	•Posture	•Posture	<ul> <li>Breath management</li> </ul>	•Posture	<ul> <li>Breath management</li> </ul>		
	<ul> <li>Breath management</li> </ul>	<ul> <li>Breath management</li> </ul>	<ul> <li>Tone production with</li> </ul>	<ul> <li>Breath management</li> </ul>	<ul> <li>Tone production with</li> </ul>		
	<ul> <li>Tone production with</li> </ul>	<ul> <li>Tone production with</li> </ul>	freedom, resonance, and	<ul> <li>Tone production with</li> </ul>	freedom, resonance, and		
	freedom, resonance, and	freedom, resonance, and	control	freedom, resonance, and	control		
	control	control	<ul> <li>Pitch matching, pitch</li> </ul>	control	<ul> <li>Pitch matching, pitch</li> </ul>		
	<ul><li>Pitch matching, pitch</li></ul>	<ul> <li>Pitch matching, pitch</li> </ul>	accuracy, and intonation	<ul> <li>Pitch matching, pitch</li> </ul>	accuracy, and intonation		
	accuracy, and intonation	accuracy, and intonation	<ul> <li>Balance and blend</li> </ul>	accuracy, and intonation	<ul> <li>Balance and blend</li> </ul>		
	<ul> <li>Balance and blend</li> </ul>	<ul> <li>Balance and blend</li> </ul>	<ul> <li>Sense of ensemble</li> </ul>	<ul> <li>Balance and blend</li> </ul>	<ul> <li>Sense of ensemble</li> </ul>		
	<ul><li>Sense of ensemble</li></ul>	<ul> <li>Sense of ensemble</li> </ul>		<ul> <li>Sense of ensemble</li> </ul>			
1							

STANDARD	1	2	3	4	5	6*	7*
6.VM.P3.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels
	demonstrates attention to	demonstrates attention to	attention to musical	demonstrates attention to	attention to musical	growth from the Level 5	of growth from the Level 5
	musical literacy,	musical literacy,	literacy, fundamental	musical literacy,	literacy, fundamental	criteria descriptor for this	criteria descriptor for this
	fundamental control,	fundamental control,	control, technical accuracy,	fundamental control,	control, technical accuracy,	particular grade- or course-	particular grade- or course
	technical accuracy, and	technical accuracy, and	and expressive qualities in	technical accuracy, and	and expressive qualities in	level expectation.	level expectation.
	expressive qualities in	expressive qualities in	prepared and/or	expressive qualities in	prepared and/or		
	prepared and/or	prepared and/or	improvised performances	prepared and/or	improvised performances		
	improvised performances	improvised performances	of a varied repertoire of	improvised performances	of a varied repertoire of		
	of a varied repertoire of	of a varied repertoire of	music representing	of a varied repertoire of	music representing		
	music representing	music representing	diverse cultures, styles,	music representing	diverse cultures, styles,		
	diverse cultures, styles,	diverse cultures, styles,	and genres.	diverse cultures, styles,	and genres.		
	and genres.	and genres.		and genres.			
6.VM.P3.B	Incufficiently performs	Inconsistantly parforms	Cufficiently performs	Eventionally performs	Mactorfully porforms	Demonstrates one level of	Demonstrates two levels
0.VIVI.P3.D	Insufficiently performs	Inconsistently performs	Sufficiently performs	Exceptionally performs	Masterfully performs		
	music with technical	music with technical	music with technical			<u> </u>	of growth from the Level !
	accuracy to demonstrate	accuracy to demonstrate	accuracy to demonstrate	accuracy to demonstrate	accuracy to demonstrate	•	criteria descriptor for this
	the creator's intent.	the creator's intent.	the creator's intent.	the creator's intent.	the creator's intent.	particular grade- or course-	
						level expectation.	level expectation.
i							

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.	performance decorum (such as stage presence, facial expression,	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of	•	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 courselevel 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.	connecting with an audience through prepared and/or	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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
7.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.	performance decorum (such as stage presence, facial expression,	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 courselevel expectation.

8.VM.P3.A	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,	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.	attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing	musical literacy, fundamental control,	attention to musical literacy, fundamental	particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	an understanding of expressive intent by connecting with an audience through prepared and/or	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	(such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and	Inconsistently demonstrates performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.	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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.VM.P3.A	musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing	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.	attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or		attention to musical literacy, fundamental	particular grade- or course-	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS2.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.	demonstrate mastery of the technical demands and an understanding of	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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS2.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.		Masterfully demonstrates an understanding of intent as a means for connecting with an audience through prepared or improvised performances.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS3.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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS3.VM.P3.B	•	Inconsistently demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.	1	Exceptionally demonstrates an ability to engage with and respond to audience members in performance of prepared and improvised music.		criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS4.VM.P3.B	•	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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

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

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

# DOMAIN: CREATE

CREATE: FOUNDATION C	r1: Generate and conceptu	alize artistic ideas and wor	'k				
STANDARD	1	2	3	4	5	6*	7*
6.VM.Cr1.A	Insufficiently composes	Inconsistently composes	Sufficiently composes and	Exceptionally composes	Masterfully composes and	Demonstrates one level of	Demonstrates two levels
	and improvises melodic	and improvises melodic	improvises melodic and	and improvises melodic	improvises melodic and	growth from the Level 5	of growth from the Level 5
	and rhythmic ideas or	and rhythmic ideas or	rhythmic ideas or motives	and rhythmic ideas or	rhythmic ideas or motives	criteria descriptor for this	criteria descriptor for this
	motives that reflect	motives that reflect	that reflect characteristics	motives that reflect	that reflect characteristics	particular grade- or course	particular grade- or course-
	characteristics of music or	characteristics of music or	of music or text studied in	characteristics of music or	of music or text studied in	level expectation.	level expectation.
	text studied in rehearsal.	text studied in rehearsal.	rehearsal.	text studied in rehearsal.	rehearsal.		
7.VM.Cr1.A	Insufficiently composes	Inconsistently composes	Sufficiently composes and		Masterfully composes and	Demonstrates one level of	
	and improvises melodic	and improvises melodic	improvises melodic and	and improvises melodic	improvises melodic and	growth from the Level 5	of growth from the Level 5
	and rhythmic ideas or	and rhythmic ideas or	,	and rhythmic ideas or	rhythmic ideas or motives	criteria descriptor for this	criteria descriptor for this
	motives that reflect	motives that reflect	that reflect characteristics	motives that reflect	that reflect characteristics		particular grade- or course-
		characteristics of music or	of music or text studied in	characteristics of music or		level expectation.	level expectation.
	text studied in rehearsal.	text studied in rehearsal.	rehearsal.	text studied in rehearsal.	rehearsal.		
8.VM.Cr1.A	Insufficiently composes	Inconsistently composes	Sufficiently composes and	Exceptionally composes	Masterfully composes and	Demonstrates one level of	Demonstrates two levels
	and improvises melodic	and improvises melodic	improvises melodic and	and improvises melodic	improvises melodic and	growth from the Level 5	of growth from the Level 5
	and rhythmic ideas or	and rhythmic ideas or	rhythmic ideas or motives	and rhythmic ideas or	rhythmic ideas or motives	criteria descriptor for this	criteria descriptor for this
	motives for use in an	motives for use in an	for use in an arrangement	motives for use in an	for use in an arrangement	particular grade- or course	particular grade- or course-
	arrangement or over a	arrangement or over a	or over a chordal structure	arrangement or over a	or over a chordal structure	level expectation.	level expectation.
	chordal structure that	chordal structure that	that reflect characteristics	chordal structure that	that reflect characteristics		
	reflect characteristics of	reflect characteristics of	of music or text studied in	reflect characteristics of	of music or text studied in		
	music or text studied in	music or text studied in	rehearsal.	music or text studied in	rehearsal.		
	rehearsal.	rehearsal.		rehearsal.			
HS1.VM.Cr1.A	Insufficiently composes	Inconsistently composes		Exceptionally composes		Demonstrates one level of	Demonstrates two levels
	and improvises melodic	and improvises melodic	improvises melodic and	and improvises melodic	improvises melodic and	growth from the Level 5	of growth from the Level 5
	and rhythmic ideas or	and rhythmic ideas or	rhythmic ideas or motives	1 1	rhythmic ideas or motives	criteria descriptor for this	criteria descriptor for this
	motives for use in an	motives for use in an	for use in an arrangement			particular grade- or course	particular grade- or course-
	arrangement or over a	arrangement or over a	or over a chordal structure		or over a chordal structure	level expectation.	level expectation.
	chordal structure that	chordal structure that		chordal structure that	that reflect characteristics		
	reflect characteristics of	reflect characteristics of	of music or text studied in		of music or text studied in		
	music or text studied in	music or text studied in	rehearsal.	music or text studied in	rehearsal.		
	rehearsal.	rehearsal.		rehearsal.			
HS2.VM.Cr1.A	Insufficiently composes	Inconsistently composes	Sufficiently composes and		· '	Demonstrates one level of	
	and improvises ideas or	and improvises ideas or	improvises ideas or	and improvises ideas or	improvises ideas or	growth from the Level 5	of growth from the Level 5
		motives for arrangements		motives for arrangements	motives for arrangements	criteria descriptor for this	criteria descriptor for this
	· ·	or short compositions that	or short compositions that	or short compositions that	or short compositions that		particular grade- or course-
	reflect characteristics of	reflect characteristics of	reflect characteristics of	reflect characteristics of	reflect characteristics of	level expectation.	level expectation.
	music or text studied in	music or text studied in	music or text studied in	music or text studied in	music or text studied in		
	rehearsal.	rehearsal.	rehearsal.	rehearsal.	rehearsal.		

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

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

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

HS2.VM.Cr2.A	drafts, and develops ideas and motives for arrangements or short compositions that demonstrate understanding of	Inconsistently selects, drafts, and develops ideas and motives for arrangements or short compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Sufficiently selects, drafts, and develops ideas and motives for arrangements or short compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.	drafts, and develops ideas and motives for	and develops ideas and motives for arrangements	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS2.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.	documents compositions and/or improvisations	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.
HS3.VM.Cr2.A	and motives for arrangements or compositions that demonstrate understanding of characteristics of music or	Inconsistently selects, drafts, and develops ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Sufficiently selects, drafts, and develops ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Exceptionally selects, drafts, and develops ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.	Masterfully selects, drafts, and develops ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS3.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.	and documents compositions and/or improvisations	Masterfully describes and documents compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS4.VM.Cr2.A		Inconsistently selects, drafts, and develops ideas and motives for use in an organized arrangement or composition used for a variety of purposes and contexts.	Sufficiently selects, drafts, and develops ideas and motives for use in an organized arrangement or composition used for a variety of purposes and contexts.		Masterfully selects, drafts, and develops ideas and motives for use in an organized arrangement or composition used for a variety of purposes and contexts.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS4.VM.Cr2.B	Insufficiently describes	Inconsistently describes	Sufficiently describes and	Exceptionally describes	Masterfully describes and	Demonstrates one level of	Demonstrates two levels
	and documents	and documents	documents compositions	and documents	documents compositions	growth from the Level 5	of growth from the Level 5
	compositions and/or	compositions and/or	and/or improvisations for	compositions and/or	and/or improvisations for	criteria descriptor for this	criteria descriptor for this
	improvisations for use in	improvisations for use in	use in an arrangement or	improvisations for use in	use in an arrangement or	particular grade- or course-	particular grade- or course-
	an arrangement or a short	an arrangement or a short	a short composition	an arrangement or a short	a short composition	level expectation.	level expectation.
	composition through	composition through	through notation and/or	composition through	through notation and/or		
	notation and/or recording.	notation and/or recording.	recording.	notation and/or recording.	recording.		

CREATE: FOUNDATION C	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 teacherprovided criteria.	Masterfully evaluates and refines compositions and/or improvisations based on teacher-provided criteria.	•	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.	criteria descriptor for this	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.	criteria descriptor for this	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.	criteria descriptor for this	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.	,	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.			

8.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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS1.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.
HS1.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.
HS2.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.
HS2.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 courselevel expectation.
HS3.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 courselevel 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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS4.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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.

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	N R1: Perceive and analyze a	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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
6.VM.R1.B	· ·	Inconsistently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Sufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	visual and aural examples,	and aural examples,	•	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
7.VM.R1.B		Inconsistently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	Sufficiently, through visual and aural examples, analyzes how context and musical elements inform student response to music.	visual and aural examples,	and aural examples,	· ·	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 teacherprovided sources.	Sufficiently identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources.	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

8.VM.R1.B	visual and aural examples, analyzes and explains how	visual and aural examples,	analyzes and explains how	visual and aural examples, analyzes and explains how	and aural examples, analyzes and explains how	· ·	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.VM.R1.A	Insufficiently identifies and explains reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Inconsistently identifies and explains reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources.	Sufficiently identifies and explains reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources.	Exceptionally identifies and explains reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies and explains reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS2.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 teacherprovided sources.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS2.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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS3.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 teacherprovided sources.	Exceptionally identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacher-provided sources.	Masterfully identifies and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS3.VM.R1.B	Insufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.		Sufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	the manipulation of musical elements influence response to	Masterfully analyzes and explains how context and the manipulation of musical elements influence response to music.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or course- level expectation.
HS4.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 teacherprovided sources.	selecting music based on characteristics found in music, context, student interest, and personal research from teacher-	Masterfully identifies, compares/contrasts, and justifies reasons for selecting music based on characteristics found in music, context, student interest, and personal research from teacherprovided sources.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS4.VM.R1.B	Insufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.		Sufficiently analyzes and explains how context and the manipulation of musical elements influence response to music.	the manipulation of musical elements influence response to	Masterfully analyzes and explains how context and the manipulation of musical elements influence response to music.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or 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	Inconsistently interprets	Sufficiently interprets and	Exceptionally interprets	Masterfully interprets and	Demonstrates one level of	Demonstrates two levels			
	and describes the artistic	and describes the artistic	describes the artistic	and describes the artistic	describes the artistic	growth from the Level 5	of growth from the Level 5			
	intent and aesthetic	criteria descriptor for this	criteria descriptor for this							
	qualities of musical works,	particular grade- or course	particular grade- or course-							
	citing as evidence the	level expectation.	level expectation.							
	treatment of the elements									
	of music,									
	contexts, historical									
	significance, and the									
	setting of the text.									
7.VM.R2.A	Insufficiently interprets	Inconsistently interprets	Sufficiently interprets the	Exceptionally interprets	Masterfully interprets the	Demonstrates one level of	Demonstrates two levels			
	the artistic intent and	the artistic intent and	artistic intent and	the artistic intent and	artistic intent and	growth from the Level 5	of growth from the Level 5			
	aesthetic qualities of	criteria descriptor for this	criteria descriptor for this							
	musical works, citing as	particular grade- or course	particular grade- or course-							
	evidence the treatment of	level expectation.	level expectation.							
	the elements of music,									
	contexts, historical									
	significance, and the									
	setting of the text.									

8.VM.R2.A	and justifies the artistic intent and aesthetic qualities of musical works, citing as evidence the	Inconsistently interprets and justifies 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 justifies 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.	and justifies the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts,	justifies the artistic intent and aesthetic qualities of	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular grade- or course level expectation.	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS1.VM.R2.A	intent and aesthetic	Inconsistently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence 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 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 elements of music, contexts, historical significance, and the setting of the text.	describes the artistic intent and aesthetic	Demonstrates one level of growth from the Level 5 criteria descriptor for this particular 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.R2.A	intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance	Inconsistently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	describes the artistic intent and aesthetic qualities of musical works, citing as evidence the	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 two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.
HS3.VM.R2.A	and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance	Inconsistently interprets and describes the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.	describes the artistic intent and aesthetic	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.	growth from the Level 5 criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.

HS4.VM.R2.A	Insufficiently interprets	Inconsistently interprets	Sufficiently interprets and	Exceptionally interprets	Masterfully interprets and	Demonstrates one level of	Demonstrates two levels
	and describes the artistic	and describes the artistic	describes the artistic	and describes the artistic	describes the artistic	growth from the Level 5	of growth from the Level 5
	intent and aesthetic	criteria descriptor for this	criteria descriptor for this				
	qualities of musical works,	particular grade- or course-	particular grade- or course-				
	citing as evidence the	level expectation.	level expectation.				
	treatment of the elements						
	of music, contexts, and						
	historical significance						
	based on varied research						
	sources.	sources.	sources.	sources.	sources.		

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

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

	ONNECT: 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	Inconsistently	Sufficiently demonstrates	Exceptionally	1 '	Demonstrates one level of		
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	, ,	growth from the Level 5	of growth from the Level 5	
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	criteria descriptor for this	criteria descriptor for this	
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and		particular grade- or course	
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.	
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and			
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.			
7.VM.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels	
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	how interests, knowledge,	growth from the Level 5	of growth from the Level 5	
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	criteria descriptor for this	criteria descriptor for this	
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and	particular grade- or course	particular grade- or course	
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.	
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and			
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.			
8.VM.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels	
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	how interests, knowledge,	growth from the Level 5	of growth from the Level 5	
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	criteria descriptor for this	criteria descriptor for this	
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and	particular grade- or course	particular grade- or course-	
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.	
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and			
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.			
HS1.VM.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels	
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how	how interests, knowledge,	growth from the Level 5	of growth from the Level 5	
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	criteria descriptor for this	criteria descriptor for this	
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and	particular grade- or course	particular grade- or course-	
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.	
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and			
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.			
HS2.VM.Cn1.A	Insufficiently	Inconsistently	Sufficiently demonstrates	Exceptionally	Masterfully demonstrates	Demonstrates one level of	Demonstrates two levels	
	demonstrates how	demonstrates how	how interests, knowledge,	demonstrates how		growth from the Level 5	of growth from the Level 5	
	interests, knowledge, and	interests, knowledge, and	and skills relate to	interests, knowledge, and	and skills relate to	· ·	criteria descriptor for this	
	skills relate to personal	skills relate to personal	personal choices and	skills relate to personal	personal choices and	particular grade- or course	particular grade- or course	
	choices and intent when	choices and intent when	intent when creating,	choices and intent when	intent when creating,	level expectation.	level expectation.	
	creating, performing, and	creating, performing, and	performing, and	creating, performing, and	performing, and			
	responding to music.	responding to music.	responding to music.	responding to music.	responding to music.			

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

CONNECT: FOUNDATION 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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel 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.	criteria descriptor for this	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.	criteria descriptor for this	Demonstrates two levels of growth from the Level 5 criteria descriptor for this particular grade- or courselevel expectation.	

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