



Singing is an important part of music education and as such should be incremental with respect to its teaching. Although technique should be well developed by the intermediate grades, it should not become the focal point of the singing. This is an awkward age, especially for males whose voices are undergoing a change. Having to sing full voice in front of one's peers can be a humiliating experience and one that should be avoided. Enjoyment of singing and participation is still very important at this stage of development. A holistic approach to music education deals as much with the aesthetic and spiritual development of the individual as it does with the cognitive. When assessing singing in the intermediate grades, look for the following:

- Melody:** Melody is defined as the part of the song that is either sung or hummed. When assessing the child's ability to sing melodically, use the melody provided on the CD as a guide. The child should be able to sing along in a pleasing fashion.
- Pitch:** Pitch deals with highness and lowness of sound. This can be assessed by listening to how accurately the child sings each part of the melody (i.e. how closely it resembles what is heard on the CD).
- Dynamics:** Dynamics deals with the ability of the student to sing softly or loudly at the appropriate places. Use the CD as a guide. The important thing to remember is that both the loud and soft voice must remain pleasing and recognizable. Whispering and shouting are not acceptable.
- Tempo:** Tempo deals with the speed of the song (i.e. fast or slow). When the student sings, s/he should be singing in time with the accompaniment provided on the CD.
- Tone:** Tone deals with the quality of the sound. In order to produce a good clear tone both the mouth and throat must remain open (resembling a yawn). To ensure that the throat remains open and relaxed when singing, the child should maintain a wide smile that reveals the teeth. As well, the student should implement correct breathing technique by expanding the diaphragm rather than singing from the throat. Check to see that the shoulders are not lifting as the child takes a breath. As a visual during assessment, have the students place their hands over their stomachs. If correct breathing technique is taking place the students' hands should move out while inhaling and in as breath is released.



The following appendices have been included to assist teachers in both assessment and evaluation. These rubrics may be used as a form of summative assessment prior to reporting periods, as a guide to assist with formative assessment, or as a means of deriving evaluation strategies. Should the teacher choose, s/he may also assign numerical or letter grade values to each of the levels in order to create an annotated marking guide that s/he may use for evaluation. Rubrics may be used in whole, in part, or combined.



APPENDICES FOR GRADE 8A

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 5	Vocal Assessment Rubric
Lesson 6	Vocal Assessment Rubric
Lesson 7	Identifying Musical Terms Rubric (Italian Terms Worksheets 1 & 2)
Lesson 9	Identifying Instruments by Sight and Sound Rubric (Texture Worksheet)



Vocal Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings the melody correctly.	Student is achieving expectation with a good level of competency. S/he usually sings the melody correctly.	Student has mastered the expectation of consistently singing the melody correctly.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.



Identifying Musical Terms Rubric

	Level 1	Level 2	Level 3	Level 4
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely identifies tempo using correct terminology.	Student is achieving expectation below grade level. S/he sometimes identifies tempo using correct terminology.	Student is achieving expectation with a good level of competency. S/he usually identifies tempo using correct terminology.	Student has mastered the expectation of consistently identifying tempo using correct terminology.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely identifies dynamics using correct terminology.	Student is achieving expectation below grade level. S/he sometimes identifies dynamics using correct terminology.	Student is achieving expectation with a good level of competency. S/he usually identifies dynamics using correct terminology.	Student has mastered the expectation of consistently identifying dynamics using correct terminology.
Phrasing	Student is experiencing difficulty discerning phrasing. S/he rarely identifies phrasing using correct terminology.	Student is achieving expectation below grade level. S/he sometimes identifies phrasing using correct terminology.	Student is achieving expectation with a good level of competency. S/he usually identifies phrasing using correct terminology.	Student has mastered the expectation of consistently identifying phrasing using correct terminology.
Articulation	Student is experiencing difficulty discerning articulation. S/he rarely identifies articulation using correct terminology.	Student is achieving expectation below grade level. S/he sometimes identifies articulation using correct terminology.	Student is achieving expectation with a good level of competency. S/he usually identifies articulation using correct terminology.	Student has mastered the expectation of consistently identifying articulation using correct terminology.

Identifying Instruments by Sight and Sound (Tone) Rubric

	Level 1	Level 2	Level 3	Level 4
Identifying Instruments by name.	Student is experiencing difficulty identifying instruments by name.	Student is achieving expectation below grade level. S/he sometimes identifies instruments correctly by name.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments by correctly name.	Student has mastered the expectation of consistently identifying instruments by correctly name.
Identifying Instruments by sound.	Student is experiencing difficulty identifying instruments by sound.	Student is achieving expectation below grade level. S/he sometimes identifies instruments correctly by sound.	Student is achieving expectation with a good level of competency. S/he usually identifies instruments correctly by sound.	Student has mastered the expectation of consistently identifying instruments correctly by sound.
Understanding physical characteristics of instruments.	Student is experiencing difficulty understanding the physical characteristics of instruments.	Student is achieving expectation below grade level. S/he can sometimes draw or describe instruments s/he hears.	Student is achieving expectation with a good level of competency. S/he can usually draw or describe instruments s/he hears.	Student has mastered the expectation of consistently drawing or describing instruments s/he hears with accuracy.
Identifying tone colour.	Student is experiencing difficulty with tone colour. S/he is experiencing difficulty distinguishing between instruments heard in an ensemble setting.	Student is achieving expectation below grade level. S/he can sometimes distinguish, with some accuracy, instruments heard in an ensemble setting.	Student is achieving expectation with a good level of competency. S/he can usually distinguish, with accuracy, instruments heard in an ensemble setting.	Student has mastered the expectation of consistently distinguishing, with excellent accuracy, instruments heard in an ensemble setting.



APPENDICES FOR GRADE 8B

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lessons 1-3	Conducting Rubric
Lesson 5	Group Assignment Rubric (Depictive Program Music Assignment) Vocal Assessment Rubric Associating Mood with Music Rubric Performance Rubric
Lesson 6	Group Assignment Process Rubric Creating Songs by Using Musical Elements Rubric Performance Rubric
Lesson 7	Written Assignment Rubric (Video Critique Assignment)



Conducting Rubric

	Level 1	Level 2	Level 3	Level 4
Metre	Student is experiencing difficulty discerning metre. S/he rarely identifies metre correctly (i.e. 2/4, 3/4, 4/4).	Student is achieving expectation below grade level. S/he sometimes identifies metre correctly (i.e. 2/4, 3/4, 4/4).	Student is achieving expectation with a good level of competency. S/he usually identifies metre correctly (i.e. 2/4, 3/4, 4/4).	Student has mastered the expectation of consistently identifying metre correctly (i.e. 2/4, 3/4, 4/4).
Patterns	Student is experiencing difficulty discerning between conducting patterns. S/he rarely uses the correct pattern when conducting.	Student is achieving expectation below grade level. S/he sometimes uses the correct pattern when conducting.	Student is achieving expectation with a good level of competency. S/he usually uses the correct pattern when conducting.	Student has mastered the expectation of consistently using the correct pattern when conducting.
Downbeat	Student is experiencing difficulty locating the downbeat. S/he rarely places the downbeat on the first beat of the measure.	Student is achieving expectation below grade level. S/he sometimes places the downbeat on the first beat of the measure.	Student is achieving expectation with a good level of competency. S/he usually places the downbeat on the first beat of the measure.	Student has mastered the expectation of consistently placing the downbeat on the first beat of the measure.
Upbeat	Student is experiencing difficulty discerning upbeat. S/he rarely places the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).	Student is achieving expectation below grade level. S/he sometimes places the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).	Student is achieving expectation with a good level of competency. S/he usually places the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).	Student has mastered the expectation of consistently placing the upbeat on the correct beat of the measure (beat 2 for 2/4 time; beat 3 for 3/4 time; beat 4 for 4/4 time).
Performing	Student is experiencing difficulty performing. S/he rarely performs conducting patterns smoothly.	Student is achieving expectation below grade level. S/he sometimes performs conducting patterns smoothly.	Student is achieving expectation with a good level of competency. S/he usually performs conducting patterns smoothly.	Student has mastered the expectation of consistently performing conducting patterns smoothly.



Group Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Completion of Assignment	Group is experiencing difficulty completing assigned tasks. Assignments are incomplete and lack detail.	Group is achieving expectation below grade level. Assignments are sometimes complete.	Group is achieving expectation with a good level of competency. Assignments are usually complete.	Group has mastered the expectation of consistently completing assignments with detail
Cooperation within a Group Setting	Group is experiencing difficulty collaborating ideas.	Group is achieving expectation below grade level. Group sometimes collaborates.	Group is achieving expectation with a good level of competency. Group usually collaborates.	Group has mastered the expectation of consistently collaborating in a cooperative and productive manner.
Use of Time on Task	Group is experiencing difficulty focussing on assigned task.	Group is achieving expectation below grade level. Group is sometimes focussed on task.	Group is achieving expectation with a good level of competency. Group is usually focussed on task.	Group has mastered the expectation of consistently focussing on the task at hand.
Use of Musical Elements	Group is experiencing difficulty incorporating the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group is achieving expectation below grade level. Group sometimes incorporates the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group is achieving expectation with a good level of competency. Group usually incorporates the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.	Group has mastered the expectation of consistently incorporating the use of musical elements such as tone, dynamics, melody, tempo, pitch, and mood in their work.
Presentation	Group is experiencing difficulty with presentation. Presentation is unrehearsed and fragmented.	Group is achieving expectation below grade level. Presentation lacks rehearsal and performance lacks cohesion.	Group is achieving expectation with a good level of competency. Presentation is usually well rehearsed and performance is usually cohesive.	Group has mastered the expectation. Presentation is well rehearsed and flawless.
Originality	Presentations lack originality.	Presentations demonstrate moments of originality.	Presentations are usually original.	Presentations are very creative and original.



Vocal Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings the melody correctly.	Student is achieving expectation with a good level of competency. S/he usually sings the melody correctly.	Student has mastered the expectation of consistently singing the melody correctly.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.



Performance Rubric

	Level 1	Level 2	Level 3	Level 4
Melody	Student is experiencing difficulty discerning melody. S/he rarely sings melody accurately.	Student is achieving expectation below grade level. S/he sometimes sings melody accurately.	Student is achieving expectation with a good level of competency. S/he usually sings melody accurately.	Student has mastered the expectation of consistently singing melody accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely sings in pitch with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in pitch with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in pitch with the accompaniment.	Student has mastered the expectation of consistently singing in pitch with the accompaniment.
Time	Student is experiencing difficulty discerning time. S/he rarely sings in time with the accompaniment.	Student is achieving expectation below grade level. S/he sometimes sings in time with the accompaniment.	Student is achieving expectation with a good level of competency. S/he usually sings in time with the accompaniment.	Student has mastered the expectation of consistently singing in time with the accompaniment.
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely sings using a soft and a loud voice appropriately.	Student is achieving expectation below grade level. S/he sometimes sings using a soft and a loud voice appropriately.	Student is achieving expectation with a good level of competency. S/he usually sings using a soft and a loud voice appropriately.	Student has mastered the expectation of consistently using a soft and a loud voice appropriately when singing.
Beat	Student is experiencing difficulty discerning beat. S/he rarely performs movements in time with the music.	Student is achieving expectation below grade level. S/he sometimes performs movements in time with the music.	Student is achieving expectation with a good level of competency. S/he usually performs movements in time with the music.	Student has mastered the expectation of consistently performing movements in time with the music.
Ensemble Movement	Student is experiencing difficulty discerning group from solo performance. S/he rarely synchronizes movements with the rest of the group.	Student is achieving expectation below grade level. S/he sometimes synchronizes movements with the rest of the group.	Student is achieving expectation with a good level of competency. S/he usually synchronizes movements with the rest of the group.	Student has mastered the expectation of consistently synchronizing movements with the rest of the group.

Associating Mood with Music Rubric

	Level 1	Level 2	Level 3	Level 4
Responding to Music in Pictorial Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in pictorial form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in pictorial form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in pictorial form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in pictorial form supported by what s/he hears in the music.
Responding to Music in Written Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in written form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in written form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in written form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in written form supported by what s/he hears in the music.
Responding to Music in Representational Form	Student is experiencing difficulty expressing his/her emotional response to a musical selection in representational form supported by what s/he hears in the music.	Student is achieving expectation below grade level. S/he is sometimes able to communicate a response in representational form supported by what s/he hears in the music.	Student is achieving expectation with a good level of competency. S/he is usually able to communicate a response in representational form supported by what s/he hears in the music.	Student has mastered the expectation of consistently communicating an excellent response in representational form supported by what s/he hears in the music.

Creating Songs Using Musical Elements Rubric

	Level 1	Level 2	Level 3	Level 4
Dynamics	Student is experiencing difficulty discerning dynamics. S/he rarely implements the use of dynamics accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of dynamics accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of dynamics accurately.	Student has mastered the expectation of consistently implementing the use of dynamics accurately.
Tempo	Student is experiencing difficulty discerning tempo. S/he rarely implements the use of tempo accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of tempo accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of tempo accurately.	Student has mastered the expectation of consistently implementing the use of tempo accurately.
Pitch	Student is experiencing difficulty discerning pitch. S/he rarely implements the use of pitch accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of pitch accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of pitch accurately.	Student has mastered the expectation of consistently implementing the use of pitch accurately.
Rhythm	Student is experiencing difficulty discerning rhythm. S/he rarely implements the use of rhythm accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of rhythm accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of rhythm accurately.	Student has mastered the expectation of consistently implementing the use of rhythm accurately.
Mood	Student is experiencing difficulty discerning mood. S/he rarely implements the use of mood accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of mood accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of mood accurately.	Student has mastered the expectation of consistently implementing the use of mood accurately.
Melody	Student is experiencing difficulty discerning melody. S/he rarely implements the use of melody accurately.	Student is achieving expectation below grade level. S/he sometimes implements the use of melody accurately.	Student is achieving expectation with a good level of competency. S/he usually implements the use of melody accurately.	Student has mastered the expectation of consistently implementing the use of melody accurately.



Written Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Task Completion	Student is experiencing difficulty completing tasks. Assignments are incomplete and lack detail.	Student is achieving expectation below grade level. Assignments are sometimes complete and sometimes correct with respect to answers provided.	Student is achieving expectation with a good level of competency. Assignments are usually complete and usually correct with respect to answers provided.	Student has mastered the expectation of completing assignments by providing correct and detailed answers.
Body of the work	Student is experiencing difficulty responding to questions. Responses are incorrect and rarely meet the criteria.	Student is achieving expectation below grade level. Responses sometimes meet the criteria	Student is achieving expectation with a good level of competency. Answers are usually well constructed and complete.	Student has mastered the expectation by providing answers that demonstrate insight and the ability to think abstractly.
	Student is experiencing difficulty supporting ideas.	Student is achieving expectation below grade level. Some ideas are supported.	Student is achieving expectation with a good level of competency. Ideas are usually supported.	Student has mastered the expectation by providing answers in which all ideas are supported.
Mechanics	Student is experiencing difficulty communicating in written/verbal form.	Student is achieving expectation below grade level. Poor grammar, spelling and punctuation impede the flow of ideas .	Student is achieving expectation with a good level of competency. The work exhibits few errors in grammar, spelling and punctuation.	Student has mastered the expectation by providing answers that demonstrate flawless grammar, spelling and punctuation.
Creativity	Student is experiencing difficulty. Work is lacking in creativity and originality.	Student is achieving expectation below grade level. Work sometimes demonstrates creative input.	Student is achieving expectation with a good level of competency. Work is usually creative.	Student has mastered the expectation by providing work that is both creative and original.



APPENDICES FOR GRADE 8C

Lesson / Rubric Correlation Chart

LESSONS	RUBRICS
Lesson 2	Written Assignment Rubric
Lesson 5	Drumming Technique Rubric
Lesson 6	Drumming Technique Rubric
Lesson 7	Drumming Technique Rubric
Lesson 8	Written Assignment Rubric
Lesson 9	Drumming Technique Rubric Drumming Performance Rubric



Written Assignment Rubric

	Level 1	Level 2	Level 3	Level 4
Task Completion	Student is experiencing difficulty completing tasks. Assignments are incomplete and lack detail.	Student is achieving expectation below grade level. Assignments are sometimes complete and sometimes correct with respect to answers provided.	Student is achieving expectation with a good level of competency. Assignments are usually complete and usually correct with respect to answers provided.	Student has mastered the expectation of completing assignments by providing correct and detailed answers.
Body of the work	Student is experiencing difficulty responding to questions. Responses are incorrect and rarely meet the criteria.	Student is achieving expectation below grade level. Responses sometimes meet the criteria	Student is achieving expectation with a good level of competency. Answers are usually well constructed and complete.	Student has mastered the expectation by providing answers that demonstrate insight and the ability to think abstractly.
	Student is experiencing difficulty supporting ideas.	Student is achieving expectation below grade level. Some ideas are supported.	Student is achieving expectation with a good level of competency. Ideas are usually supported.	Student has mastered the expectation by providing answers in which all ideas are supported.
Mechanics	Student is experiencing difficulty communicating in written/verbal form.	Student is achieving expectation below grade level. Poor grammar, spelling and punctuation impede the flow of ideas .	Student is achieving expectation with a good level of competency. The work exhibits few errors in grammar, spelling and punctuation.	Student has mastered the expectation by providing answers that demonstrate flawless grammar, spelling and punctuation.
Creativity	Student is experiencing difficulty. Work is lacking in creativity and originality.	Student is achieving expectation below grade level. Work sometimes demonstrates creative input.	Student is achieving expectation with a good level of competency. Work is usually creative.	Student has mastered the expectation by providing work that is both creative and original.



Drumming Technique Rubric

	Level 1	Level 2	Level 3	Level 4
Sticking	Student is experiencing difficulty performing correct sticking pattern. Student rarely uses correct sticking pattern.	Student is achieving expectation below grade level. Student sometimes uses correct sticking pattern.	Student is achieving expectation with a good level of competency. Student usually uses correct sticking pattern.	Student has mastered the expectation of consistently using correct sticking pattern.
Timing	Student is experiencing difficulty performing in time with the beat.	Student is achieving expectation below grade level. Student sometimes plays in time with the beat (i.e. Student often goes out of time when performing).	Student is achieving expectation with a good level of competency. Student usually performs in time with the beat.	Student has mastered the expectation of consistently performing in time with the beat.
Musicality	Student is experiencing difficulty maintaining smooth, even performance of required skill (i.e. single stroke roll, double stroke roll, paradiddle).	Student is achieving expectation below grade level. Student often hesitates or plays unevenly when performing.	Student is achieving expectation with a good level of competency. Student performance is usually smooth and even.	Student has mastered the expectation of consistently performing drum patterns in a smooth and even manner.



Drumming Performance Rubric

	Level 1	Level 2	Level 3	Level 4
Construction of Drum Set	Student is experiencing difficulty creating a drum set. Personal drum set fails to comply with criteria.	Student is achieving expectation below grade level. Personal drum set resembles a modern drum set with respect to position and number (i.e. The required number of drums is correct as is the position of each drum).	Student is achieving expectation with a good level of competency. Personal drum set resembles a modern drum set with respect to visual image and function (i.e. Drums are well constructed and able to produce sound). Drums are correctly placed in position.	Student has mastered the expectation of creating a personal drum set that resembles a modern drum set with regard to tonality (i.e. The order of tone from lowest to highest is as follows: kick drum, floor tom, rack tom, snare drum).
Notation of Performance	Student is experiencing difficulty. Performance is incorrectly notated with respect to the drum used and the timing.	Student is achieving expectation below grade level. Performance is sometimes correctly notated with respect to the drum used and the timing.	Student is achieving expectation with a good level of competency. Performance is notated with few errors with respect to the drum used and the timing.	Student has mastered the expectation of consistently notating drum songs correctly with respect to the drum used and the timing.
Drum Performance	Student is experiencing difficulty performing correct sticking pattern. Student rarely uses correct sticking pattern.	Student is achieving expectation below grade level. Student sometimes uses correct sticking pattern.	Student is achieving expectation with a good level of competency. Student usually uses correct sticking pattern.	Student has mastered the expectation of consistently using correct sticking pattern.
	Student is experiencing difficulty performing in time with the beat.	Student is achieving expectation below grade level. Student sometimes plays in time with the beat (i.e. Student often goes out of time when performing).	Student is achieving expectation with a good level of competency. Student usually performs on time with the beat,	Student has mastered the expectation of consistently performing in time with the beat.
	Student is experiencing difficulty maintaining smooth, even performance of required skill (i.e. single stroke roll, double stroke roll, paradiddle).	Student is achieving expectation below grade level. Student often hesitates or plays unevenly when performing.	Student is achieving expectation with a good level of competency. Student performance is usually smooth and even.	Student has mastered the expectation of consistently performing drum patterns in a smooth and even manner.