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Evaluate to Refine Scoring Device

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| **Achievement Category** | Level 1  Emerging | Level 2  Approaches Criterion | **Level 3**  **Meets Criterion** | Level 4  Exceeds Criterion | | **Evaluate to Refine**  **Standards** |
| **NOVICE: Evaluate to Refine**  Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria | | | | | | |
| Response to Peer Feedback | Response to feedback is singular words or non-descript (e.g., good/bad). | Response to feedback is brief without any specific reference. | Response to feedback is descriptive but lacks clear decisions pertaining to compositional possibilities. | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions with minimal description of compositional possibilities. | | **MU:Cr3.1.E.5a**  Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and **teacher-provided criteria**. |
| Self-Evaluation | The student evaluation does not identify challenges. | The student is able to identify challenges, but not revisions to the composition. | The student is able to identify the need for revisions to enhance the composition, but lacks specificity. | The student is able to identify specific ideas to adjust composition with slight consideration of expressive intent. | |
| Decisions and Plan for Refinement | Decisions and plans for refinement are limited to singular actions (e.g., practice, or do again). | Decisions and plans for refinement are included but unclear. | Decisions and plans for refinement are general, lacking specific details. | Decisions and plans for refinement are clearly described but needs enhanced depth of rationale. | |
| **INTERMEDIATE: Evaluate to Refine**  Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria | | | | | | |
| Response to Peer Feedback | Response to feedback is brief without any specific reference. | Response to feedback is descriptive but lacks clear decisions pertaining to compositional possibilities. | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions with minimal description of compositional possibilities. | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions in clear description of compositional possibilities. | | **MU:Cr3.1.E.8a**  Evaluate and **refine** draft **compositions** and **improvisations** based on knowledge, skill, and ***collaboratively-developed criteria***. |
| Self-Evaluation | The student is able to identify challenges, but not revisions to the composition. | The student is able to identify the need for revisions to enhance the composition, but lacks specificity. | The student is able to identify specific ideas to adjust composition with slight consideration of expressive intent. | The student is able to cite specific criteria associated with the external feedback leading to refinement of musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. | |
| Decisions and Plan for Refinement | Decisions and plans for refinement are included but unclear. | Decisions and plans for refinement are general, lacking specific details. | Decisions and plans for refinement are clearly described but needs enhanced depth of rationale. | Decisions and plans for refinement includes clear rationale for choices. | |
| **Achievement Category** | Level 1  Emerging | Level 2  Approaches Criterion | **Level 3**  **Meets Criterion** | Level 4  Exceeds Criterion | **Evaluate to Refine Standards** | |
| **PROFICIENT: Evaluate to Refine**  Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria | | | | | | |
| Response to Peer Feedback | Response to feedback is descriptive but lacks clear decisions pertaining to compositional possibilities. | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions with minimal description of compositional possibilities. | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions in clear description of compositional possibilities. | Response to feedback demonstrates a thoughtful consideration of the feedback and responds to suggestions in clear description of compositional possibilities. | | **MU:Cr3.1.E.Ia**  Evaluate and **refine** draft **melodies**, **rhythmic passages**, ***arrangements****,* and **improvisations** based on ***established* *criteria***, *including the extent to which they address identified* ***purposes***. |
| Self-Evaluation | The student is able to identify the need for revisions to enhance the composition, but lacks specificity. | The student is able to identify specific ideas to adjust composition with slight consideration of expressive intent. | The student is able to cite specific criteria associated with the external feedback leading to refinement of musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. | The student is able to apply criteria and prior knowledge in evaluating external feedback to make decisions that lead to refinement and craftsmanship of the composition. | |
| Decisions and Plan for Refinement | Decisions and plans for refinement are general, lacking specific details. | Decisions and plans for refinement are clearly described but needs enhanced depth of rationale. | Decisions and plans for refinement includes clear rationale for choices. | Decisions and plans for refinement are thorough and includes clear rationale for choices. | |

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| **Achievement Category** | Level 1  Emerging | Level 2  Approaches Criterion | **Level 3**  **Meets Criterion** | Level 4  Exceeds Criterion | **Evaluate to Refine Standards** |
| **ACCOMPLISHED: Evaluate to Refine**  Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria | | | | | |
| Response to Peer Feedback | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions with minimal description of compositional possibilities. | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions in clear description of compositional possibilities. | Response to feedback demonstrates a thoughtful consideration of the feedback and responds to suggestions in clear description of compositional possibilities. | Response to feedback demonstrates an insightful consideration of the feedback and responds to suggestions with creative compositional possibilities. | **MU:Cr3.1.E.IIa**  Evaluate and **refine** draft **arrangements**, ***sections****, short* ***compositions****,* and **improvisations** based on ***personally-developed* criteria**, including the extent to which they address identified **purposes**. |
| Self-Evaluation | The student is able to identify specific ideas to adjust composition with slight consideration of expressive intent. | The student is able to cite specific criteria associated with the external feedback leading to refinement of musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. | The student is able to apply criteria and prior knowledge in evaluating external feedback to make decisions that lead to refinement and craftsmanship of the composition. | The student is able to apply criteria and prior knowledge in evaluating external feedback to make decisions leading to the generation of new creative musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. |
| Decisions and Plan for Refinement | Decisions and plans for refinement are clearly described but needs enhanced depth of rationale. | Decisions and plans for refinement includes clear rationale for choices. | Decisions and plans for refinement are thorough and includes clear rationale for choices. | Decisions and plans for refinement are thorough and includes creative choices. |

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| **Achievement Category** | Level 1  Emerging | Level 2  Approaches Criterion | **Level 3**  **Meets Criterion** |  | **Evaluate to Refine Standards** |
| **ADVANCED: Evaluate to Refine**  Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria | | | | | |
| Response to Peer Feedback | Response to feedback demonstrates a clear understanding of the feedback and considers suggestions in clear description of compositional possibilities. | Response to feedback demonstrates a thoughtful consideration of the feedback and responds to suggestions in clear description of compositional possibilities. | Response to feedback demonstrates an insightful consideration of the feedback and responds to suggestions with creative compositional possibilities. | Response to feedback demonstrates an insightful consideration of the feedback and responds to suggestions with creative compositional possibilities. | **MU:Cr3.1.E.IIIa**  Evaluate and **refine** varied draft ***musical works*** based on *appropriate* **criteria**, *including the extent to which they address* identified **purposes** *and* ***contexts***. |
| Self-Evaluation | The student is able to cite specific criteria associated with the external feedback leading to refinement of musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. | The student is able to apply criteria and prior knowledge in evaluating external feedback to make decisions that lead to refinement and craftsmanship of the composition. | The student is able to apply criteria and prior knowledge in evaluating external feedback to make decisions leading to the generation of new creative musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. | The student is able to apply criteria and prior knowledge in evaluating external feedback to make decisions leading to the generation of new creative musical ideas in order to both convey expressive intent and to improve craftsmanship of the composition. |
| Decisions and Plan for Refinement | Decisions and plans for refinement includes clear rationale for choices. | Decisions and plans for refinement are thorough and includes clear rationale for choices. | Decisions and plans for refinement are thorough and includes creative choices. | Decisions and plans for refinement are thorough and includes creative choices. |