**Responding Scoring Device**

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| **Criteria** | Level 1  Emerging | Level 2  Approaches Standards | **Level 3**  **Meets Standards** | Level 4  Exceeds Standards | **Performance**  **Standards** |
| **Select**: Choose music appropriate for a specific purpose or context.  **Analyze:**  Analyze how the structure and context of varied musical works inform the response.  **Interpret:**  Support interpretations of musical works that reflect creator’s/performer’s expressive intent.  **Evaluate:** Support evaluations of musical works and performances based on analysis, interpretation, and established criteria. | | | | | |
| **Selection** | Provided unclear rationale supporting the selection of the Documentary Theme Song as designated by the teacher or personally-developed provided criteria. | Provided minimal rationale supporting the selection of the Documentary Theme Song as designated by the teacher provided or personally-developed criteria. | Provided clear rationale supporting the selection of the Documentary Theme Song as designated by the teacher provided or personally-developed criteria. | Provided clear and insightful rationale supporting the selection of the Documentary Theme Song as designated by the teacher provided or personally-developed criteria. | **MU:Pr4.1.C.IIa**  Identify and select specific passages, or **sections**, or *movements* **in musical works** that express personal experiences and interests, **moods**, visual images, or **storylines** in **simple forms** *(such as* ***binary****,* ***ternary****,* ***rondo****) or moderately complex forms.*  **MU:Re7.1.C.IIa**  Apply **teacher-provided** *or* ***personally-developed* criteria** to select music that expresses personal experiences *and interests*, **moods**, *visual images, concepts, texts*, or **storylines** in simple or ***moderately complex*** **forms** and describe the choicesas models for **composition**.  **MU:Re7.2.C.IIa Analyze** aurally *and/or by reading the* ***scores*** *of* ***musical works*** the **elements of music** (including **form**), ***compositional techniques****, and* ***procedures*** relating them to **style**, **mood**, and **context**, and *explain* how the **analysis** provides models for personal growth as **composer**, performer, and/or listener.  **MU:Re8.1.C.IIa** Develop and *support* **interpretations** of varied works, demonstrating an understanding of the composers’ **intent** by citing *the use* ***of elements of music*** *(including* ***form****),* ***compositional techniques****, and the* **style**/**genre** and ***context*** of each work.  **MU:Re9.1.C.IIa** *Explain* the effectiveness of the **technical** and **expressive aspects** of selected music and **performances**, demonstrating understanding of **music theory** *as well as* ***compositional techniques*** *and* ***procedures***. |
| **Analysis** | Inadequately analyzed the elements of music of the theme song in relation to the documentary’s topic. | Minimally analyzed the elements of music of the theme song in relation to the documentary’s topic. | Adequately analyzed the elements of music of the theme song in relation to the documentary’s topic. | Thoroughly analyzed the elements of music of the theme song in relation to the documentary’s topic. |
| **Evaluation of Technical and Expressive Aspects** | Evaluation did not cite specific excerpts relating to style, mood, function, and/or context; and/or there was no clear supportive rationale. | Evaluation cited specific excerpts relating to style, mood, function, and/or context with clear, but minimal supportive rationale. | Evaluation cited specific excerpts relating to style, mood, function, and/or context with clear and thorough supportive rationale. | Evaluation cited specific excerpts relating to style, mood, function and/or context with clear, thorough, and insightful supportive rationale. |