

## Grading Scale

Learning Targets	0 No Evidence	1 Not Yet	2 Approaching	3 Proficient	4 Exceeding
LT1: I can sing notes, rhythms, articulations, and dynamics accurately in all concert music.	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught
LT2: I can sing notes, rhythms, articulations, and dynamics accurately in solo music	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught
LT3: I can sing notes, rhythms, articulations, and dynamics accurately when sight-reading	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught
LT4: I can contribute meaningfully to the ensemble	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught
LT5: I can define musical terms required for this course	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught
LT6: I can evaluate my performance intelligently by using musical vocabulary	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught
LT7: I can apply my evaluation of musical criteria to my next performance	Student did not provide enough evidence of learning. (Student must be reengaged in the learning process.)	Student provided simplistic evidence of learning with many errors and/or omissions.	Student provided simplistic evidence of learning with some errors and/or omissions.	Student independently provided both simple and complex evidence of learning with accuracy.	Student independently provided evidence of accurate learning, in-depth inferences, and interactions with concepts in ways that exceed what was taught