



Performance Levels

Per District Policy Regulation 2624, performance levels are used to reflect the pupil's progress towards meeting each Standard. The levels are:

- 4 – The student is meeting grade-level expectations with distinction. Performance is characterized by self-motivation and the ability to apply skills, consistent accuracy and independence, and a high level of quality.
- 3 – The student is consistently meeting grade-level expectations. Performance is characterized by thorough understanding of concepts and skills.
- 2 – The student is progressing toward grade-level expectations. Performance is characterized by the ability to apply skills with increasing success. Performance varies regarding accuracy, quality, and level of support needed.
- 1 – At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting & support.
- NA – Not assessed at this time.

AREA OF ASSESSMENT: Student demonstrates musical literacy by articulating and / or performing the foundational elements of music

Rubric Score	Trimester 1, 2, 3
4	Consistently and independently... <ul style="list-style-type: none"> demonstrates musical literacy through articulation of foundational musical elements (e.g. rhythm, pitch, form, dynamics, harmony). demonstrates musical literacy through performing foundational musical elements (e.g. rhythm, pitch, form, dynamics, harmony).
3	Consistently... <ul style="list-style-type: none"> demonstrates musical literacy through articulation of foundational musical elements (e.g. rhythm, pitch, form, dynamics, harmony). demonstrates musical literacy through performing foundational musical elements (e.g. rhythm, pitch, form, dynamics, harmony).
2	With prompting and support... <ul style="list-style-type: none"> demonstrates musical literacy through articulation and/or performing of foundational musical elements (e.g. rhythm, pitch, form, dynamics, harmony). may include misconceptions and/or errors
1	Inconsistent performance... <ul style="list-style-type: none"> At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting & support.

AREA OF ASSESSMENT: Student demonstrates musicianship through appropriate use of instruments and other materials

Rubric Score	Trimester 1, 2, 3
4	Consistently and independently... <ul style="list-style-type: none"> demonstrates musicianship through instrument performance, using instruments appropriately demonstrates musicianship through appropriate use of classroom materials and manipulatives
3	Consistently... <ul style="list-style-type: none"> demonstrates musicianship through instrument performance, using instruments appropriately demonstrates musicianship through appropriate use of classroom materials and manipulatives
2	With prompting and support... <ul style="list-style-type: none"> demonstrates musicianship through instrument performance demonstrates musicianship through use of classroom materials and manipulatives may include misconceptions and/or errors

	<ul style="list-style-type: none"> • may need support in utilizing instruments and materials appropriately
1	Inconsistent performance... <ul style="list-style-type: none"> • At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting & support.

AREA OF ASSESSMENT: Student demonstrates persistence and the application of appropriate criteria when creating, performing, and responding to music

Rubric Score	Trimester 1, 2, 3
4	Consistently and independently... <ul style="list-style-type: none"> • demonstrates persistence and applies appropriate criteria when creating music • demonstrates persistence and applies appropriate criteria when performing music • demonstrates persistence and applies appropriate criteria when responding to music
3	Consistently... <ul style="list-style-type: none"> • demonstrates persistence and applies appropriate criteria when creating music • demonstrates persistence and applies appropriate criteria when performing music • demonstrates persistence and applies appropriate criteria when responding to music
2	With prompting and support... <ul style="list-style-type: none"> • applies appropriate criteria when creating, performing, and/or responding to music • may include misconceptions and/or errors • may demonstrate lack of persistence
1	Inconsistent performance... <ul style="list-style-type: none"> • At this time, the student is not meeting grade level expectations. Performance is inconsistent with prompting & support.