

Rubric for Curriculum Project

Criteria	0	1	2
Choose Tune/Concept for Project (2 points)	Student did not turn in name of tune/concept without prompting	Student turned in name of tune/concept late	Student turned in name of tune/concept on time
Class Description	No mention of grade/level	Grade/level indicated	
(one page overview) (8 points)	No mention of area: general music or choral or band or strings	Music setting area indicated	
	No schedule for setting/ensemble included: time, days, length of class	Minimal detailed schedule provided	Detailed schedule of setting/ensemble included
	No information about what teacher is preparing for: concert, contest, concept development		Detailed description provided about targeted preparation
	No mention of school name, concept/tune identified		School name included and concept/tune labeled
Criteria	0	2	5
Outline for Lessons w/Timings (20 points)	No outline for lessons turned in	Outline for lessons turned in late	Outline for lessons turned in
	Dates/timings do not correspond with class description		Timings correspond with class description
	Timings for each tune/concept for each scheduled class period/lesson is not included	Minimal attention is given to timings for tune/concept for each lesson, sketchy information provided	Each lesson is outlined with what is the goal for that day and how much time will be spent on this tune/concept each day
	Progression of lessons and topic attention is not logical	Somewhat logical sequence of lessons to attain target	Logical sequence of events leading target is indicated
Criteria	0	5	10
Lesson Plans (50 points)	Lesson plans are not consistent with plan turned in with outline	Lesson plans are somewhat consistent with that indicated in outline	Lessons plans for each lesson from outline is included
	Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Learners cannot determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives are stated but are not easy to understand. Learners are given some information regarding what is expected of them. Learners are not given enough information to determine what they should know and be able to do as a result of learning and instruction.	Instructional goals and objectives clearly stated. Learners have a clear understanding of what is expected of them. Learners can determine what they should know and be able to do as a result of learning and instruction.
	Instructional process is not indicated in sequential format for each lesson or is not detailed enough for replication	Instructional process is indicated for each lesson plan and is somewhat appropriate for the goal/objective and setting and able to be replicated	Instructional process is indicated for each lesson plan and is appropriate for the goal/objective and setting and is easily replicated
	Method for assessing student	Method for assessing student	Method for assessing student

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	learning and evaluating instruction is missing	learning and evaluating instruction is vaguely stated	learning and evaluating instruction is clearly delineated
Criteria	0	2	5
	Objectives and method of assessment do not match	There is some connection between objectives and methods of assessment	Each objective has a clearly indicated method of assessment
	Material list is missing	Material list is provided but incomplete	Material list is provided and complete
Adaptations for Disabilities (20 points)	No description of assigned students with disabilities is included in the document	A vague description of assigned students with disabilities is included in the document	Description of assigned students with disabilities is included in the document in detail
	Not all lessons have a description of how the lesson would be adapted	Most lessons have a description of how the lesson would be adapted	All lessons have a description of how the lesson would be adapted
	Adaptations are not clearly written with details of how the lesson adapted somewhat sloppy	Adaptations are adequate with basic information provided for the teacher of how to adapt the lesson	Adaptations are appropriate, detailed, and creative for the students with disabilities
	Students with disabilities are only included in a portion of the lesson components with minimal attention to multisensory opportunities	Students with disabilities are somewhat included across the lesson with attention to some areas of multisensory learning	Care is taken to include the student with disability in all areas of the lesson with multisensory opportunities for learning described

Total Score _____/100 points