

MEMT 420, Teaching Elementary & Secondary General Music
Rubric for Reading Assignments, Spring 2008

NAME: *Jillie Peterson*

DATE: *1/30/08*

All students are held responsible and accountable for the course readings and are held responsible for them to be completed by the dates on the syllabus. The readings are designed to add theoretical background to the practical applications made in class and are considered extremely important for successful teaching. All students should prepare the reading assignments by (1) carefully reading each selection, (2) noting the basic premise(s) of each selection, (3) paraphrasing the main points of the selection, and (4) leading class discussion for each selection. The following rubric will be utilized to assess each student's success with the reading assignments.

Criteria	1	2	3	4
<i>Ability to identify the major premise(s) in the reading(s).</i>	Has no knowledge of the reading content; comments are not related to the reading.	Has some knowledge of the reading content; speaks to one issue in general terms.	Has a fair amount of knowledge of reading content; speaks to at least 3 points in the reading.	Has extensive knowledge of reading content; speaks to at least 4 points & analyzes their effectiveness in classroom. 4
<i>Demonstration of paraphrasing main points of the reading(s).</i>	Cannot comment on the reading without reading directly from the content.	Can accurately paraphrase one issue in general terms.	Can accurately paraphrase at least 3 points in the reading.	Can accurately paraphrase at least 4 points, demonstrating finesse in language choices & clarity of expression. 4
<i>Ability to initiate discussion & respond to other students based on the reading(s).</i>	Does not attempt to initiate discussion of the reading or contribute to others' responses.	Makes a statement regarding the content, either supporting or refuting, but does not respond to others' comments.	Makes statements regarding the content, either supporting or refuting, and then dialogues with others' comments.	Makes statements regarding the content, either supporting or refuting, and then analyzes/interprets others' comments in terms of practical application in the classroom. 3
<i>Overall competency with the reading assignment.</i>	Does not demonstrate knowledge of reading &/or leadership in discussion.	Shows limited knowledge of reading &/or minimally leads discussion.	Demonstrates knowledge of reading & leads discussion in a meaningful way.	Analyzes reading, contributes practical applications to music education, & leads discussion in an exemplary way. 4

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**MEMT 420, Teaching Elementary & Secondary General Music
Rubric for Reading Assignments, Spring 2008**

NAME: *John Brown*

DATE: *2-15-08*

All students are held responsible and accountable for the course readings and are held responsible for them to be completed by the dates on the syllabus. The readings are designed to add theoretical background to the practical applications made in class and are considered extremely important for successful teaching. All students should prepare the reading assignments by (1) carefully reading each selection, (2) noting the basic premise(s) of each selection, (3) paraphrasing the main points of the selection, and (4) leading class discussion for each selection. The following rubric will be utilized to assess each student's success with the reading assignments.

Criteria	1	2	3	4
<i>Ability to identify the major premise(s) in the reading(s).</i>	Has no knowledge of the reading content; comments are not related to the reading.	Has some knowledge of the reading content; speaks to one issue in general terms.	Has a fair amount of knowledge of reading content; speaks to at least 3 points in the reading.	Has extensive knowledge of reading content; speaks to at least 4 points & analyzes their effectiveness in classroom.
<i>Demonstration of paraphrasing main points of the reading(s).</i>	Cannot comment on the reading without reading directly from the content.	Can accurately paraphrase one issue in general terms.	Can accurately paraphrase at least 3 points in the reading.	Can accurately paraphrase at least 4 points, demonstrating finesse in language choices & clarity of expression.
<i>Ability to initiate discussion & respond to other students based on the reading(s).</i>	Does not attempt to initiate discussion of the reading or contribute to others' responses.	Makes a statement regarding the content, either supporting or refuting, but does not respond to others' comments.	Makes statements regarding the content, either supporting or refuting, and then dialogues with others' comments.	Makes statements regarding the content, either supporting or refuting, and then analyzes/interprets others' comments in terms of practical application in the classroom.
<i>Overall competency with the reading assignment.</i>	Does not demonstrate knowledge of reading &/or leadership in discussion.	Shows limited knowledge of reading &/or minimally leads discussion.	Demonstrates knowledge of reading & leads discussion in a meaningful way.	Analyzes reading, contributes practical applications to music education, & leads discussion in an exemplary way.

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