

Team Name: \_\_\_\_\_

Instrument Type: \_\_\_\_\_

Name(s) of Team Members: \_\_\_\_\_

Period: \_\_\_\_\_

## “Sounds of Music” Scoring Rubric: Instruction “Booklet”

**Your project will be assessed according to the following guidelines. You have received anywhere from a 0 to a 4 on each standard, according to the descriptions below.**

A *zero* means that the standard is not in evidence at all.

A *one* means that the standard is inadequately achieved, with several significant errors or omissions.

A *two* means that the standard is only partially achieved, with a few significant errors or omissions.

A *three* means that the standard has minor errors or omissions that do not significantly impact the project.

\*\*\*If you meet the standard fully, you will receive a *4*.\*\*\*

Scoring feature	Description	
<p><b>Content and Understanding</b></p> <p>Knowledge of theoretical basis of instrument function and design, as well as sound generation and its properties.</p>	Provides background information and context for this project. Communicates scientific understanding. Basic and complex information is accurate. Explanations are accurate and clear. Connections are presented. Relate basic physics content to your topic. Included information is deep, thorough, and relevant. Defining or explaining basic terminology regarding sound, sound production, and related science terms. These include but are not limited to fundamental elements of wave theory, acoustics, musical sound perception, and harmonics. <b>(x2)</b>	0 1 2 3 4
	Describing the design and construction of the instrument. <b>(x1)</b>	0 1 2 3 4
	Describing the principles behind the device and its construction. (i.e. how does it make a sound? What determines the pitch of a note? How is volume changed?) <b>(x2)</b>	0 1 2 3 4
	Illustrating how the instrument is properly used. Octave is played, with graphs shown. Song is played using the instrument. <b>(x1)</b>	0 1 2 3 4
<p><b>Effective Presentation</b></p> <p>(x 4)</p>	Uses the format of instruction booklet effectively to present the required information: Mimics a real instruction booklet’s format (persuasive and convincing). Set-up helps to explain what is being talked about. Illustrations and diagrams are an important part of the guide. All visual aids communicate important information. (Not merely decorative. If decoration, see “professional”.) Colorful, eye-catching, neat and easy to follow. Makes best use of technology available to present the information.	0 1 2 3 4
<p><b>Sources</b></p> <p>(x1)</p>	Uses scientifically- credible sources of information. Uses general references (i.e.. Encyclopedias, text books, newspaper articles) for background information/ideas. Within the text, specific information/ideas are attributed to their sources. Includes a bibliography and uses correct format for bibliography, citations, and other formal pieces.	0 1 2 3 4
<p><b>Writing</b></p> <p>(x 1)</p>	A lot of interpretation or paraphrasing of scientific/technical information. Uses third person. Educated, accurate and scientific. Natural and understandable to the majority of students in a high school physics class. Uses own words.	0 1 2 3 4
<p><b>Creativity</b></p> <p>(x2)</p>	Originality is shown in the approach to the task. Demonstrates ingenuity.	0 1 2 3 4
<p><b>Professional</b></p> <p>(x2)</p>	Creates a product that is put together well and looks good. All video, voiceover, diagrams, charts, maps, and/or tables, when used, are complete and accurate. Put together neatly and with care. Typed. Beautiful to look at, due to decorative and aesthetic features, like color, drawings or collages, and other extra "garnishes" and packaging issues. No spelling/grammatical errors. Sound is clearly audible. Images are sharp. Video is steady.	0 1 2 3 4

Total: \_\_\_\_\_ ÷ 16 = \_\_\_\_\_ Grade: \_\_\_\_\_  
 A (4 – 3.4); B (3.3 – 2.6); C (2.5 – 1.6); D (1.5 – 0.5); F (< 0.5)

Any Notes/Comments: \_\_\_\_\_

Name(s):

Period:

Instrument Type: ???

**“Sounds of Music” Scoring Rubric: Instrument and Performance**

<i>Criteria</i>	<i>Description</i>	<i>Data</i>		<i>Points Awarded</i>	<i>Subtotal</i>
<b>Inspection</b>	Due Date -5 per day late	<b>Date if late:</b>			
	Play-able	<b>Yes</b>		<b>10</b>	
	Makes Some Sound	<b>No</b>		<b>0</b>	
	Legal Materials	<b>Yes</b>		<b>10</b>	
	See rules for more details	<b>No</b>		<b>0</b>	
<b>Frequency</b>	Makes 5 Different Notes Any distinctly different 5 notes, not necessarily the ones listed.	<b>5</b>		<b>50</b>	
		<b>4</b>		<b>40</b>	
		<b>3</b>		<b>30</b>	
		<b>2</b>		<b>20</b>	
		<b>1</b>		<b>10</b>	
		<b>0</b>		<b>0</b>	
± 5 Hz = 5 ±10 Hz = 4 ±15 Hz = 3 ±20 Hz = 2 ±25 Hz = 1 >25 Hz = 0	Pitch Accuracy  You will get 1 point off of each score for any notes that are in a different octave. <b>Multiplier</b> x0 = unable to play at all x1 = able to play but don't know what note it is x2 = able to play predicted notes in order	<b>Theory</b> <b>C 262</b> <b>D 294</b> <b>E 330</b> <b>F 349</b> <b>G 392</b> <b>A 440</b> <b>B 494</b> <b>C'524</b>	<b>Actual</b> <b>C</b> ___ <b>D</b> ___ <b>E</b> ___ <b>F</b> ___ <b>G</b> ___ <b>A</b> ___ <b>B</b> ___ <b>C'</b> ___	<b>C 5 4 3 2 1 0</b> <b>D 5 4 3 2 1 0</b> <b>E 5 4 3 2 1 0</b> <b>F 5 4 3 2 1 0</b> <b>G 5 4 3 2 1</b> <b>0</b> <b>A 5 4 3 2 1 0</b> <b>B 5 4 3 2 1 0</b> <b>C 5 4 3 2 1 0</b>	
<b>Musical Performances</b>	Piece of music _____ Recognizable, Tuneful, Smooth, and Practiced	A continuum from 0 – 10, with 10 meeting all criteria, *3			
<b>Creativity and Workmanship</b>	Challenging Construction and Use  <u>Build-Play</u> Digeridoo or something like it = 3 - 4 flute or flute-like = 3-4 kalimba = 3-3 Guitar or multiple-string instr. = 4-4 banjo or single-string instr. = 2-4 Trumpet or trombone = 5-5	Build level  Play level			
	Sturdy and Well-made Can be moved easily, does not need repair on testing day, and can withstand repeating handling and use.	A continuum from 0 – 10, with 10 meeting all criteria			
<b>TOTAL POINTS</b>					

Grade: \_\_\_\_\_