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| Name | Class (FrSoJrSrGr) | Major (Ed/Perf/Ind) | Evaluation (399/499) | Date |
|  | Novice - 1 | Apprentice - 2 | Proficient - 3 | Expert - 4 | Grade |
| **Components** | Dates are not present | Contains some composer and composition dates | Contains most composer and composition dates  | Contains all composer and composition dates | Components |
| No attempt is made to include composer biography or composition background  | Limited composer or composition information is present (style, genre, historical relevance) | Composer AND composition information is present, but could use further detail (style, genre, relevance) | Includes significant material on composer and composition (style, genre, relevance) |  |
| Translations and song text are missing (if applicable) | Some translation and/or song text are present, but inaccurate (if applicable) | Translation and/or song text are present and mostly accurate (if applicable) | Foreign language and English song text are completely accurate (if applicable) |  |
| **Mechanics** | Spelling, punctuation, and grammatical errors frequent.  | Most spelling, punctuation, and grammar correct.  | Few spelling, punctuation, and grammatical errors.  | Free of spelling, punctuation, and grammatical errors.  | Mechanics |
| Syntax is extremely poor. Fragments, comma splices, run-ons frequent. No sentence variety. | Syntax has some readability issues. Some fragments, comma splices, run-ons present. Very little sentence variety. | Syntax is appropriate. Very few fragments or run-ons. Some sentence variety is effectively. | Effective use of syntax. Absent of fragments, comma splices, and run-ons. creative use of sentence structure and coordination |  |
| **Research** | Writing suggests little to no research was utilized. | Writing suggests some research from limited or non-authoritative sources was utilized. | Writing suggests evidence was gathered from authoritative sources, and may have an over-reliance on one source. | Writing suggests evidence was gathered from authoritative print and digital sources avoiding over-reliance on any one source. | Research |
| **Writing Style** | The text contains limited facts and examples related to the topic. | The text provides facts, definitions, details, quotations, or examples that attempt to develop and explain the topic. | The text provides effective facts, definitions, concrete details, quotations, and examples that sufficiently develop and explain the topic. | The text provides significant facts, definitions, concrete details, and quotations that fully develop and explain the topic. | Style |
| The text lacks an awareness of the audience’s knowledge level and needs. | The text illustrates an inconsistent awareness of the audience’s knowledge level and needs. | The text illustrates a consideration of the audience’s knowledge level and concerns about the claim.  | The text consistently addresses a widely accessible audience’s knowledge level and concerns about the topic.  |  |
| The text illustrates a limited or inconsistent tone and awareness of music-specific vernacular. | The text illustrates a limited awareness of formal tone and awareness of music-specific vernacular. | The text presents a formal, objective tone and uses precise language and music-specific vernacular to manage the complexity of the topic. | The text presents an engaging, formal, and objective tone and uses sophisticated language and music-specific vernacular to manage the complexity of the topic. |  |
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| Program Composers and compositions: | **Final Score** |
| Adjudicator | Signature |  |
| Min Passing Grades | MUS 101 End of Freshmen: 14+ | MUS 101 Sophmore: 23+ | MUS 101 end of Junior/MUS 399: 27+ | MUS 499: 30+ |