Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Points: \_\_\_\_\_\_\_ / 15

**Musical Instrument Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **0** | **1** | **2** | **3** |
| **Inquiry** | Students did not complete basic research on instruments or sound. | Students completed basic research with teacher support but did not record any of the information they discovered. | Students completed grade-level appropriate research and recorded some information they discovered with the help of the teacher. | Students completed grade-level appropriate research and recorded the important information they discovered with minimal help from the teacher. |
| **Critical Thinking****Creativity**Students should use recycled materials to create a musical instrument with three or more pitches and a variety of volumes. | Students do not create a musical instrument. | Musical instrument is a basic replica of existing real-world instrument. | Musical instrument is a detailed replica of existing real-world instrument. | Student invents a new instrument by creating either a new sound or new form. |
| **Standards Based Assessment (Double Points)**S4P2. Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration.a. Investigate how sound is produced. | Students do not use vibration to produce sound with their musical instrument. | Some sounds of the musical instrument are produced with vibration. | Students use vibration to produce sound with their musical instrument. | Students use various speeds and amplitudes of vibration to produce a variety of sounds with their musical instrument. |
| **Standards Based Assessment (Double Points)**S4P2. Students will demonstrate how sound is produced by vibrating objects and how sound can be varied by changing the rate of vibration.b. Recognize the conditions that cause pitch to vary. | Students do not understand the definition of the term “pitch”, as related to sound and are not aware of how different pitches are produced. | Students understand the definition of the term “pitch”, as related to sound, but are not aware of how different pitches are produced. | Students recognize the conditions that cause pitch to vary but do not use various pitches within their musical instrument. | Students recognize the conditions that cause pitch to vary and use various pitches within their musical instrument.  |
| **Collaboration****Communication** | I did not share my ideas with my group in a patient and kind voice.I did not listen respectfully to others and compromise when our ideas were different. | Sometimes I shared my ideas with my group but I had trouble using a patient and kind voice. Sometimes I listened respectfully to others but I had trouble compromising when our ideas were different. | I shared my ideas with my group and usually used a patient and kind voice. I usually listened respectfully to others and compromised when our ideas were different. | I shared my ideas with my group and always used a patient and kind voice. I always listened respectfully to others and compromised when our ideas were different. |