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. |