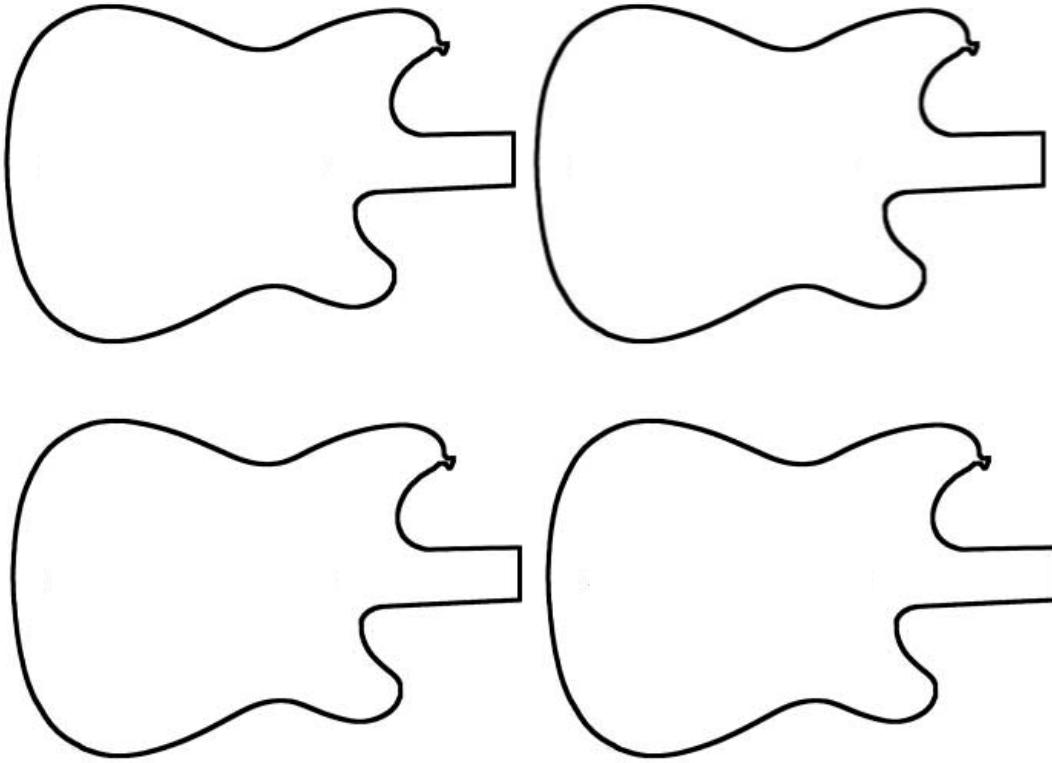


Guitar Handout:



Science Journal Rubric:

| | 5 | 3 | 1 |
|-------------------------------|--|---|--|
| Science Content | Accurate; connected to big ideas in science: pitch, wave, quality of sound and loudness. | Mostly accurate; connections to big ideas are not clear. | Inaccurate; not connected to big ideas in science. |
| Music Content | Accurate; connected to big ideas in listening to music: timbre and color of sound. | Mostly accurate; connections to big ideas are not clear. | Inaccurate; Not connected to big ideas in music. |
| Organization & Presentation | Main ideas are clearly presented; ideas are supported by data, information and logic; appropriate conclusions are based upon evidence presented; effective use of models and diagrams. | Main ideas are presented to some extent; some ideas are supported by data, information, and logic; conclusions may not correlate to the ideas presented; some appropriate use of models and diagrams. | No main idea presented; ideas are not supported by data and information and are illogical; inappropriate conclusions are presented; no use of models and diagrams. |
| Use of Science/Music Language | Consistent use of appropriate science language and terminology. | Partial use of appropriate science language and terminology. | Inaccurate use of science language and terminology. |

Oral Presentation of Instrument

| | Below Standard | Approaches Standard | Meets Standard | Exceeds Standard |
|--------------------------|--|--|--|---|
| Creativity | Student showed minimal or no effort in making their instrument look and sound creative; showed no independence in making the instrument. | Student made some effort in making their instrument look and sound creative; showed little independence in making the instrument. | Student made solid effort in making their instrument look and sound creative; proved good evidence of independence in making the instrument. | Student made more than the expected effort in making their instrument look and sound creative; proved indisputably their independence in making the instrument. |
| Sound quality | Student created an instrument that was missing pitch and/or loudness. | Student created an instrument that produced one pitch in one level of loudness. | Student created an instrument that produced two pitches in only one level of loudness and OR one pitch in two levels of loudness. | Student created an instrument that produced more than one pitch in more than one level of loudness. |
| Oral presentation | Student did not include any of the required components in their presentation without teacher prompts; did not answer questions at all. | Student included some of the required components of the presentation without teacher prompts; answered only some questions satisfactorily. | Student included all required components of the presentation without teacher prompts; answered all questions satisfactorily. | Students included all required components (instrument name, timbre, pitch, loudness, and compared the pitch and loudness of the instrument) of the presentation without teacher prompts; answered all questions thoroughly. |