

Semester and Assessment Jury Rubric: BME Elementary

Standard	Excellent (5.0 - 4.5)	Good (4.0 - 3.5)	Fair (3.0 - 2.5)	Weak (2.0 - 1.5)	Insufficient (1.0 - 0.5)
Content knowledge	Demonstrates depth and breadth of knowledge by providing necessary background information, a meaningful introduction of the topic, and appropriate choice and number of details to build new knowledge.	Demonstrates adequate content knowledge. Provides adequate background knowledge for students and builds new knowledge using appropriate detail.	Has a broad understanding of the content. Provides background knowledge as needed and builds new learning on previous knowledge.	Understands content, but may leave gaps in providing necessary content to achieve meaningful learning.	Provides incomplete information to promote learning or understanding or gives wrong information.
Academic language	Employs music terminology appropriately and liberally, reinforcing and expanding meaning throughout the lesson. Provides multiple opportunities for students to practice and/or apply academic language.	Uses musical language appropriately and provides some opportunities that are constructed to help students apply or practice the academic language.	Uses music terminology correctly and consistently. Provides a few opportunities for students to engage in using academic language.	Uses music terminology but may be inconsistent or provide minimal or no opportunities for students to practice academic language.	Fails to use musical terms or incorrectly defines musical terms. Does not provide students an opportunity to use academic language.
Developmental Appropriateness	All activities are skillfully selected to introduce or practice musical skills and knowledge that are age/grade appropriate. They are consistently taught in developmentally appropriate ways using developmentally appropriate language.	Activities are age/grade appropriate. Most language and methods are developmentally appropriate. Academic language is used consistently throughout the lesson.	Activities are appropriate for the age/grade. Vocabulary is appropriate.	Some activities are inappropriate for the age/grade, and vocabulary is sometimes too advanced.	Activities and/or language are not at the correct level for the students.

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Classroom Management	Skilled at engaging students and maintains pacing that prevents many management issues. Addresses issues that arise without taking undue time from instruction. Uses positive reinforcement skillfully as a management tool. Pacing is skillful and leaves no gaps or “down time” in the lesson.	Creates an engaging learning environment. Management issues are addressed quickly and consistently. Uses positive reinforcement and proximity as management tools. Pacing is generally good.	Addresses management issues with some consistency. Maintains order, and creates an acceptable learning environment. Gives some positive reinforcement as a management tool. Pacing is good most of the time.	Addresses some management issues, but is not consistent or effective. Maintains order, but learning environment is not optimal. Pacing sometimes lags.	Fails to address management issues or does so in a way that belittles or embarrasses students. Pacing is too slow to keep students engaged. Unable to maintain an environment that promotes student learning.
Student Engagement	Anticipatory set is targeted to topic and highly engaging. It skillfully activates prior learning and sets up the lesson content seamlessly.	Anticipatory set is engaging. It refers to prior learning and increases student focus on lesson content to be presented.	Anticipatory set is engaging. It may lack connection to prior learning or not provide a smooth transition to lesson content.	Anticipatory is minimally engaging. It may not make a good connection to the lesson topic or may not help students focus on the topic of the lesson.	Ineffective anticipatory set. Student teacher begins dispensing content without setting up the lesson or activating prior learning.
Lesson Plan Form	All elements present and rich in detail.	All elements are present. Detail in the content is good.	All elements are present. Detail may be minimal in some areas.	May be missing 1 element or 1-2 elements may be addressed incorrectly.	Missing 2-4 required elements or elements may be addressed incorrectly.
Standards/ Objectives/ Student Targets	Standards, objectives, and targets are appropriate and well-written. Targets are simple and written in student friendly language. Student teacher has target plainly visible for students and asks them to read or repeat targets, making sure all participate.	Objectives and targets are well written and clearly invite progress toward the stated standard. Student teacher posts, reads, and invites students to repeat or read targets.	Objectives and targets are well written but may not provide clear direction toward the standard. Student teacher posts targets and reads them to students but doesn't have students repeat or read them.	Standard is appropriate for lesson content. Poorly written objectives or targets. Targets may be visible, but student teacher fails to read them with students.	Objectives don't fit chosen standards. Poorly written objectives and targets. Inappropriate verbs.

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Methods/ Strategies	Uses a variety of research-based or widely accepted methods and strategies in a way that addresses multiple learning styles and makes the topic come alive for students. They are chosen to provide maximum relevance and effectiveness. Directions or questions are skillfully worded, and excellent clarifications are provided. Closure focuses on language or skills of the lesson and creates connections to or anticipation of future learning.	Uses a variety of accepted methods and/or strategies that are appropriate to the topic, and are developmentally appropriate, and sometimes addresses multiple learning styles well. Activities are appropriate to the topic. Directions or questions are worded clearly. Provides either a summary or review as a closure.	Uses a variety of accepted methods and/or strategies that are appropriate to the topic, and are developmentally appropriate, but may not address all learning styles well. Activities are appropriate to the topic. Directions or questions are worded so that most students understand them. Good closure to lesson.	Uses one or two methods that demonstrate knowledge of pedagogy, but they are not the best choices for the topic or the age/grade. Does not address all learning styles. Activities may be appropriate. Directions or questions are sometimes unclear. Incomplete closure to lesson.	Fails to use accepted or research-based strategies or does not use methods effectively. Methods are not a good choice for the objectives or activities in the lesson. Narrowly focused so the lesson does not address multiple learning styles. Activities don't fit objectives/targets well. Directions or questions are not worded clearly. No closure to lesson exhibited.
Sequencing	Well sequenced activities build new knowledge skillfully.	Sequencing is conducive to building new knowledge.	Sequencing is logical. Essential steps are present.	Activities that are present are sequenced well, but one or more steps may be missing.	Activities are out of sequence or missing steps.
Assessments	Formative and summative assessments are sufficient in number to clearly demonstrate student learning of the target. Student teacher clearly adjusts instruction in real time based on formative assessments. A summative assessment is crafted to clearly document student learning of important aspects of the topic.	Assessment is clearly linked to the objective and is an adequate demonstration of student learning. Formative assessments are adequate in number but may not be consistently used to adjust instruction. Summative assessment addresses most important aspects of the topic.	Assessment is aligned with the objective. Formative assessments are present but not skillfully used for feedback and adjusting instruction. Summative assessment addresses some important aspects of the topic.	Assessments align poorly with the objective. Formative assessments may be absent or may not provide enough information to adjust instruction. Summative assessment is poorly written.	Assessments may be missing or not aligned with the objective.