

Music Rubric for Assessing Graduate First-Year Portfolios

| Criterion | Initial | Emerging | Developed | Highly Developed |
|---|--|--|---|--|
| <i>Portfolio is clearly organized and indexed and contains work completed during the first year.</i> | Portfolio is disorganized, has no index, and lacks any evidence of work completed during the first year. | Portfolio is somewhat organized and indexed, and shows some evidence of work completed during the first year. | Portfolio is clearly organized and indexed and contains work completed during the first year. | Portfolio is very well organized and indexed and contains a comprehensive selection of work completed during the first year. |
| <i>Written descriptions of projects are clear and consistent, and include all pertinent information.</i> | Written descriptions of projects are unclear and inconsistent, and omit pertinent information. | Written descriptions of projects are somewhat clear and concise, and include some pertinent information. | Written descriptions of projects are clear and concise, and include all pertinent information. | Descriptions of projects are very well-written - clear, concise, and including all pertinent information. |
| <i>Scholarly materials are well-researched and written, and give evidence of original thought.</i> | Scholarly materials are poorly-researched and badly written, and show little evidence of original thought. | Scholarly materials provide evidence of some research, are competently written, and demonstrate a capacity for original thought. | Scholarly materials are well-researched and written, and show evidence of original thought. | Scholarly materials are extremely well-researched and written, and show clear evidence of original thought. |
| <i>Musical examples &/or scores demonstrate continuing creative development.</i> | Musical examples &/or scores fail to demonstrate any creative development during the first year. | Musical examples &/or scores provide some evidence of continuing creative development during the first year. | Musical examples &/or scores demonstrate continuing creative development during the first year. | Musical examples &/or scores demonstrate a flourishing creative development during the first year. |
| <i>Student is able to clearly identify strengths and weaknesses in her/his own work.</i> | <i>Student is unable to identify strengths and weaknesses in her/his own work.</i> | <i>Student is starting to be able to clearly identify strengths and weaknesses in her/his own work.</i> | <i>Student is able to clearly identify strengths and weaknesses in her/his own work.</i> | <i>Student is able to clearly identify strengths and weaknesses in her/his own work, and to build on this self-assessment.</i> |