# Mardi Gras Indian Rhythm Context | Assessment and Rubric

Louisiana Orff Schulwerk Music Lab • Lesson 027 • Grades 9–12 • cultural listening • 3–5 sessions

## Learning evidence

Assess process and growth in cultural listening, not compliance with a single model. Students submit baseline, trials, final work or performance, revision and contextual credits.

## Five-criterion, four-level rubric

01. Steady pulse and musical control: Emerging: Beginning evidence of steady pulse and musical control, with support needed | Developing: Partial control of steady pulse and musical control and some independent choices | Proficient: Clear, consistent evidence of steady pulse and musical control and justified choices | Extending: Adaptable, precise evidence of steady pulse and musical control with self-directed refinement

02. Improvisation and original choice: Emerging: Beginning evidence of improvisation and original choice, with support needed | Developing: Partial control of improvisation and original choice and some independent choices | Proficient: Clear, consistent evidence of improvisation and original choice and justified choices | Extending: Adaptable, precise evidence of improvisation and original choice with self-directed refinement

03. Ensemble listening and collaboration: Emerging: Beginning evidence of ensemble listening and collaboration, with support needed | Developing: Partial control of ensemble listening and collaboration and some independent choices | Proficient: Clear, consistent evidence of ensemble listening and collaboration and justified choices | Extending: Adaptable, precise evidence of ensemble listening and collaboration with self-directed refinement

04. Knowledge and accurate source credit: Emerging: Beginning evidence of knowledge and accurate source credit, with support needed | Developing: Partial control of knowledge and accurate source credit and some independent choices | Proficient: Clear, consistent evidence of knowledge and accurate source credit and justified choices | Extending: Adaptable, precise evidence of knowledge and accurate source credit with self-directed refinement

05. Revision and reflection: Emerging: Beginning evidence of revision and reflection, with support needed | Developing: Partial control of revision and reflection and some independent choices | Proficient: Clear, consistent evidence of revision and reflection and justified choices | Extending: Adaptable, precise evidence of revision and reflection with self-directed refinement

## Formative checkpoints

01. Entry: student notices one artistic or musical question.

02. Midpoint: teacher observes two technique attempts and records one next step.

03. Critique: peer feedback is specific and respectful.

04. Exit: student identifies and explains evidence of revision.

## Scoring and access

Score each criterion 1–4 based on collected evidence; maximum 20 points. A different medium, adapted movement or alternative communication mode may demonstrate the same learning goal.

## Teacher observation notes

Document one technical strength, one original decision, one improvement, and the next lesson connection.

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