Swamp Pop Slow and Fast | Assessment and Rubric

Louisiana Orff Schulwerk Music Lab • Lesson 023 • Grades 9–12 • tempo • 3–5 sessions

Learning evidence

Assess process and growth in tempo, 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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