

Designing and Making An Instrument : Designing and Making An Instrument

Teacher Name: _____

Student Name: _____

CATEGORY	4 - Above Standards	3 - Meets Standards	2 - Approaches Standard	1- Below Standard
Information Gathering	Accurate information was taken from several sources in a systematic manner.	Accurate information was taken from a couple of sources in a systematic manner.	Accurate information was taken from a couple of sources, but not in a systematic manner.	Information taken from 1 or fewer sources AND/OR information was not accurate.
Written Plan	Steps and materials were outlined in a fashion that could be followed by anyone without additional explanations. No teacher help was needed to accomplish this.	Steps and materials were outlined in a fashion that could be followed by anyone without additional explanations. Some teacher help was needed to accomplish this.	Steps and materials were outlined in a fashion but had 1-2 gaps that require explanation even after teacher feedback was given.	Plan was seriously incomplete or not sequential even after teacher feedback.
Drawing	Provided an accurate, easy-to-read drawing with labels that included the main parts of the instrument. The drawing was done prior to construction.	Provided an accurate drawing with labels that included the main parts of the instrument. The drawing was done prior to construction.	Provided an accurate, easy-to-read drawing with labels that included the main parts of the instrument. The drawing was done during the construction process.	No drawing was provided or it was seriously incomplete.
Construction Materials	Appropriate materials were selected and creatively modified in ways that made them even better for the purpose.	Appropriate materials were selected.	Most of the construction materials were appropriate, but 1-2 were not.	Construction materials were not appropriate for the purpose.
Appearance	Instrument is decorated creatively within the assigned theme.	Instrument is decorated attractively.	Instrument is decorated, but sort of messy looking.	Instrument is not decorated OR is very messy.
Quality of Construction	The instrument shows considerable attention to construction. It is sturdy, neat and will stand up to repeated playing over a period of time.	The instrument shows considerable attention to construction. It is reasonably sturdy and neat and will stand up to being played more than once.	The instrument is neatly constructed but is fragile and will probably not stand up to being played more than once.	Pieces are missing or falling off. Seems \"slapped together\" in a hurry.
Quality of Sound	Instrument offers a wide dynamic and/or tonal contrast.	Instrument offers some dynamic and/or tonal contrast.	Instrument offers little variety in sound.	Instrument offers no variety in sound.
Critical Attributes	Student can accurately state whether this is a wind, brass or percussion instrument and point out several features that make it fit in that family.	Student can accurately state whether this is a wind, brass or percussion instrument and point out a few features that make it fit in that family.	Student can accurately state whether this is a wind, brass or percussion instrument.	Student cannot determine what type of instrument s/he built.

Demonstration	Presenter speaks loudly and clearly. Instrument is visible to class and its use demonstrated. The instrument is named and the process for making it is described clearly.	Instrument is shown to class and its use demonstrated. The instrument is named and the process for making it is described clearly. It was hard to hear the presenter.	Instrument is shown to class and its use demonstrated. The instrument is named and the presenter describes a few of the steps of making it.	Instrument is shown to class and is named. The student cannot describe the process used to make it OR cannot demonstrate it.
Time And Effort	Class time was used wisely. Much time and effort went into planning, design, and construction. The student clearly worked at home as well as at school.	Class time was used wisely. Time and effort went into planning, design, and construction. Student could have put in more time and effort at home.	Class time was not always used wisely, but student clearly did some additional work at home.	Class time was not used wisely and the student put in no additional effort.
Journal/Log	Journal provides a complete record of planning, construction, testing, modifications, reasons for modifications, and some reflection about the strategies used and the results.	Journal provides a complete record of planning, construction, testing, modifications and reasons for modifications.	Journal provides some information about planning, construction and modifications.	Journal provides little or no information about planning and construction.
Knowledge Gained	Student can accurately answer 5 questions posed by teacher or peer related to the research, the instrument itself or the process of building it.	Student can accurately answer 3-4 questions posed by teacher or peer related to the research, the instrument itself or the process of building it.	Student can accurately answer 1-2 questions posed by teacher or peer related to the research, the instrument itself or the process of building it.	Student cannot accurately answer questions.
Testing/Modification	Clear evidence of testing and refinements based on data, musical principles or scientific principles.	Clear evidence of testing and refinements.	Some evidence of testing.	No testing or refinements.