



**Philosophy of Music Education  
Assessment Rubric—MUSIC 386**

**Key:**  
rating of "3" indicates exceptional evidence  
rating of "2" indicates adequate evidence  
rating of "1" indicates incomplete evidence

NAME: «**First\_Name**» «**Last\_Name**»  
DATE: Spring 2009

I. Grammar and Mechanics of Language \_\_\_\_\_

- Contains an introduction and summary statement/paragraph.
- Paragraphs have topic sentences and progress logically.
- Uses conventional grammar.
- Vocabulary and sentence structure representative of a professional.
- Written in third person with an authoritative tone.
- APA Style is used.

II. Base Philosophical Content \_\_\_\_\_

- Fundamental questions are addressed with reasoned consideration.
  1. Why is music important in life?
  2. Why should music be taught in schools?
  3. What music should be taught in schools?
  4. Who should learn music in schools?
  5. Who should teach music in schools?

III. Breadth, Depth, and Expression of Ideas \_\_\_\_\_

- Development of ideas refers to cited sources.
- Cited sources are reliable, varied, and relevant.
- Original ideas are identifiable.

IV. Course-related Issues incorporated \_\_\_\_\_

- assessment in music education.
- integration of technology.
- multicultural education in music.
- inclusion of exceptional learners.

V. Comments

[GRADE: \_\_\_\_\_/10]