Master of Music in Music Education SLO Rubric

SLO	Source of Evidence	Item	1 Unsatisfactory	2 Developing	3 Accomplished (Target)	4 Exceptional
1 Knowledge	Capstone Document	Research-based knowledge about instructional theories, methods, and materials for music learning.	Identifies research-based knowledge about instructional theories, methods, and materials for music learning from irrelevant sources that represent limited points of view/approaches.	Describes research-based knowledge about instructional theories, methods, and materials for music learning from relevant sources that represent limited points of view/approaches.	Discusses research-based knowledge about instructional theories, methods, and materials for music learning from relevant sources that represent various points of view/approaches.	Discriminates among research-based knowledge about instructional theories, methods, and materials for music learning from relevant sources that represent various points of view/approaches.
1 Knowledge	Capstone Document	Knowledge coherence and organization	Identifies research-based knowledge about instructional theories, methods, and materials for music learning, but it is not organized and/or is unrelated to focus.	Describes research-based knowledge about instructional theories, methods, and materials for music learning, but the organization is not effective in providing coherence or revealing important patterns, differences, or similarities related to focus.	Discusses research-based knowledge about instructional theories, methods, and materials for music learning in a coherent manner that reveals important patterns, differences, or similarities related to focus.	Elaborates on research-based knowledge about instructional theories, methods, and materials for music learning in a coherent manner that reveals unique, insightful patterns, differences, or similarities related to focus.
2 Skills	Capstone document and oral defense	Application of pedagogical content knowledge grounded in the research and best practice literature to	Identifies pedagogical applications that are ambiguous, illogical, or unsupported by empirical research evidence.	Describes pedagogical applications that are so general, they are applicable beyond the scope of empirical research evidence.	Discusses pedagogical applications that are thoroughly grounded in empirical research evidence.	Develops unique and insightful pedagogical applications that are thoroughly grounded in empirical research evidence.

			real-world teaching situations			
2 Skills	Capstone document and oral defense	Limitations and implications	Identifies limitations and implications related to the pedagogical application of empirical research evidence; however they may be irrelevant and/or unsupported.	Describes limitations and implications related to the pedagogical application of empirical research evidence, but demonstrates inconsistency in understanding.	Discusses limitations and implications related to the pedagogical application of empirical research evidence, demonstrating clear understanding.	Critiques limitations and implications related to the pedagogical application of empirical research evidence, demonstrating a depth of understanding.
3 Professional Behavior	Capstone defense and presentation	Verbal communication and listening skills	Poor verbal communication and listening skills accompanied by a lack of self-awareness of impact on others.	Inconsistent and sometimes unclear communication of ideas. Sometimes listens to the ideas of others and responds to them.	Communicates effectively and explains ideas clearly. Actively listens to others and responds appropriately, reflecting a personal understanding of the viewpoint expressed.	Consistent, clear, coherent, communication that balances listening and responding. Synthesizes what has been heard and evaluates or elaborates in responses to others' ideas offering alternative perspectives.
3 Professional Behavior	Capstone defense and presentation	Supporting materials	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) used to support the presentation and/or establish the	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) partially support the presentation and/or establish the presenter's	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) support the presentation and/or establish the presenter's	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, media) support the presentation and/or

			presenter's credibility/authority on the topic.	credibility/authority on the topic.	credibility/ authority on the topic.	establish the presenter's credibility/ authority on the topic.