

This rubric is intended to provide criteria to determine whether or not students have met the target of writing a philosophy of music education which provides grounds for the professional lives of music educators by explaining the value of the music education field and giving direction to a music educator's actions.

Criteria	Needs Improvement	Emerging	Target
The Definition of a Philosophy of Music Education CF=Content, Reflection	Students exhibit no understanding of the meaning and importance of developing a clear philosophy of music education	Students exhibit an elementary understanding of the meaning and importance of developing a clear philosophy of music education	Students exhibit a clear understanding of the meaning and importance of developing a clear philosophy of music education
Personal Philosophy of Music Education (Where and when should music be taught?) CF=Content, Learner, Pedagogy, Reflection, Diversity, Disposition,	Students do not develop a personal philosophy of music education, or create a personal philosophy that is clear and supported. May contain many weak or inappropriate statements.	Students create a personal philosophy of music education that is not consistently clear or well-supported. May contain several weak or inappropriate statements.	Students create a personal philosophy of music education that is consistently clear and well-supported. Arguments are well-thought out and appropriate to the topic.
Aesthetic Rationale for Music Education (Why teach music?) CF=Content, Learner, Pedagogy, Reflection	Students can list no aesthetic benefits of music education and exhibit no understanding of the term "aesthetic"	Students can list several aesthetic benefits of music education and exhibit some understanding of the term "aesthetic"	Student can list numerous aesthetic benefits of music education and exhibit a clear understanding of the term "aesthetic"
Utilitarian Rationale for Music Education (Why teach music?) CF=Content, Learner, Pedagogy, Reflection	Students can list no utilitarian benefits of music education and exhibit no understanding of the term "utilitarian"	Students can list several utilitarian benefits of music education and exhibit some understanding of the term "utilitarian"	Student can list numerous utilitarian benefits of music education and exhibit a clear understanding of the term "utilitarian"
Classroom Ideology (How should music be taught?) CF=Learner, Pedagogy, Reflection, Diversity, Disposition	Students exhibit no understanding of developing teaching strategies in order to facilitate student learning	Students exhibit an elementary understanding of developing teaching strategies in order to facilitate	Students exhibit a clear understanding of developing teaching strategies in order to facilitate student learning

		student learning	
National Standards in Music Education (What should be taught in music classes?) CF=Content, Diversity	Students do not apply the national standards of music education to the philosophy or the meaning is unclear	Students apply some of the national standards of music education to the philosophy or do not articulate their argument well	Student apply the national standards of music education to the philosophy in a clear and well-articulated manner
Student Population Description (Who should learn music?) CF=Learner, Diversity	Students have created a plan of action that includes zero or one type(s) of learners and no learners with special needs	Students have created a plan of action that includes several types of learners including special needs students	Students have created a plan of action that includes numerous different types of learners and students with special needs
Argument Presentation CF=Content	Written argument is poorly presented and not supported with appropriate citations	Written argument is adequately presented and adequately supported with appropriate citations	Written argument is clearly presented and well supported with appropriate citations
Edited Standard Written English (ESWE) CF=Content	More than an average of 2 departures per page	An average of 1 departure per page	No departures from ESWE
Assignment Timeline	Philosophy is turned in incomplete or is more than 24 hours late	Philosophy is turned in complete but is within 24 hours late	Philosophy is turned in complete on or prior to due date