



RIVERSIDE MIDDLE SCHOOL BANDS

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HEAR WITH YOUR EYES RUBRIC

Student Name: _____ Title of Piece: _____

CATEGORY	5	3	1
Conventions	<p>Mostly correct. There are very few errors in my paper.</p> <p>a) My spelling is accurate. b) I have used capitals correctly. c) Periods, commas, exclamation marks, and quotation marks are in the right places. d) My grammar/usage is consistent and shows control.</p>	<p>About halfway there. A number of bother-some mistakes need cleaning up.</p> <p>a) Spelling is correct on simple words, but it may not be right on harder words. b) Most sentences and proper nouns begin with capitals, but a few have been over looked. c) Problems in punctuation make the reader stumble and pause now and then. d) Several grammar problems are evident.</p>	<p>Editing not under control yet. It would take a 1st reading to decode and a 2nd reading to get the message.</p> <p>a) Spelling errors are common, even simple words. b) Capital letters are scattered all over or not at all. c) Punctuation is very limited and makes reading this paper difficult. e) Frequent grammatical errors; I haven't spent much time editing this paper.</p>
Sentence Fluency	<p>Varied and natural. The sentences in my paper are delightful to read out loud.</p> <p>a) Some are long and stretchy. Some are short and snappy. b) It's easy to read my paper out loud. I love the sound of it! c) Sentence beginnings vary. d) Good sentence sense. My sentences flow.</p>	<p>Routine and functional. Some sentences are choppy and awkward, but most are clear.</p> <p>a) Some of my sentences are smooth and natural, but others are halting. b) When I read my paper, most of the sentences have the same patterns. c) Many sentences begin the same way. d) My paper shows some interesting sentences.</p>	<p>Paper needs work because there isn't enough sentence sense yet.</p> <p>a) As I read my paper I have to go back and read it over, just to figure out the sentence. b) The sentence patterns are repetitive. c) I'm having a hard time telling where one sentence stops and another begins. d) I have to do quite a bit of oral editing to help the reader get the meaning.</p>
Word Choice (Predictions & Observations)	<p>Extremely clear and accurate. I picked the right words for the right places.</p> <p>a) My words are colorful and fresh. You won't find overdone, vague or flowery language. b) All the words in my paper fit. Each observation is clear and reasonable based on what is in the music. c) Each observation/prediction is supported with a conclusion. d) Some of the words and phrases are so vivid that the reader could almost hear the music in his/her head.</p>	<p>Correct but not striking. The words get the message across, but don't capture what it means to the music.</p> <p>a) I used everyday words pretty well but I did not stretch for a new and better way to say things. b) Most of the time, the reader will figure out what I mean even if a few words are messed up. c) My words aren't real specific. I need better, juicy details. d) I used tired out clichés or phrases.</p>	<p>Confusing. The reader is often asking "What did he/she mean by this?"</p> <p>a) A lot of words and phrases are vague. (It has a lot of dynamics.) b) My words don't make pictures yet. (It has a good ending.) What does "good" mean? c) Some of my words are misused. d) Over and over I used the same words over and over, until my paper was over.</p>
Neatness	<p>My work is neatly done.</p>	<p>My work has three or four areas that are sloppy.</p>	<p>My work is illegible.</p>

Comments: _____

Points Earned: _____ ÷ 25 possible points x 100 = Grade: _____

Teacher's Signature: _____

90-100 points – Exceeds Standard
 70-79 points – Rising to Meet Standard

80-89 points – Meets Standard
 69 and below – Below Standard