

# Scoring Rubric for Listening Comparisons

Below is an example of the scoring rubric for the 500 word listening comparisons.

Dimension	Sophisticated	Good Work	Competant	Needs improvement
Engagement with the music (50)	Actively engages with the music; attempts to understand the basic underpinnings of the pieces; examines musical relationships between the pieces in a sophisticated manner. (45-50)	Engages with the music, but the focus is disproportionately on one piece. Does a good job at examining the similarities & differences in the approaches of each piece. (35-44)	Discusses the music adequately, but could focus more on this area; focuses on superficial musical elements; comparison needs to discuss the relationship (or lack thereof) between the pieces in more depth. (20-34)	Description is vague, unclear that there was more than a passive engagement with the music. The comparison between the works fails to go beyond basic historical facts. (0-19)
Historical Context (30)	Shows a sophisticated understanding of the relevant culture, genre, and topic. (25-30)	Shows a decent understanding of the relevant culture, genre, and topic, but it could be improved. (20-24)	Shows a slightly uneven understanding of the relevant culture, genre, and topic, and it is clear that there are a few misconceptions. (10-19)	Does not provide context for the music; it his clear that there exist many misunderstandings about the topic. (0-9)
Writing (20)	Coherently organized and has a natural flow and logic. There are no grammatical or spelling mistakes, and the writing is clear and persuasive. (15-20)	Paper is well organized overall, and the argument is easy to follow. There are only a few minor spelling or grammatical errors; writing is clear but the structure and logic could use a bit of improvement.(10-14)	Only a few spelling or grammatical errors, but the logic is difficult to follow. The overall argument could be improved. (5-9)	Contains a number of spelling and grammatical errors; the argument needs work; the logic is very difficult to follow. (0-4)