

Music Education - Program Specific Items - Each academic area assesses five items in addition to the 10 InTASC standards.

Item	Distinguished (4)	(3.5)	Proficient (3)	(2.5)	Emerging (2)	(1.5)	Underdeveloped (1)	Rating	
<i>The teacher candidate...</i>								1/3	2/3
Utilizes singing and/or conducting skills sufficient to lead the class.	regularly uses singing and/or conducting skills to support student learning with a high degree of proficiency	In addition to rating of "3" for performance, partial success at rating of "4"	uses singing and/or conducting skills to support student learning with proficiency	In addition to rating of "2" for performance, partial success at rating of "3"	uses singing and/or conducting skills to support student learning with an emerging degree of proficiency	With assistance, partial success at rating of "2"	does not adequately use singing and/or conducting skills to support student learning		
Utilizes instrumental playing skills sufficient to lead the class (e.g. to provide accompaniment, model for students, teach parts or lead warm-ups).	regularly uses instrumental playing skills to support student learning with a high degree of proficiency		utilizes instrumental playing skills to support student learning with proficiency		utilizes instrumental playing skills to support student learning with an emerging degree of proficiency		does not adequately utilize instrumental playing skills to support student learning		
Detects and corrects errors efficiently and accurately.	regularly detects and corrects errors with efficiency		regularly detects and corrects most errors		inconsistent with error detection and/or correction		does not address most errors		
Demonstrates thorough knowledge of utilized musical scores.	effectively navigates students through the score(s) by memory with ease		effectively navigates students through the score(s) with relative ease		navigates students through the score(s) with some noted deficiencies, resulting in occasional rough transitions and lost time		is deficient in the ability to navigate students through the score(s) resulting in lost time, rough transitions and/or a lack of student comprehension		
Integrates music theory and/or history that assists learners with connecting to and deepening their understanding of music.	provides theoretical and/or historical context in a manner consistent with developing students' critical thinking skills; includes the use of higher-order questioning eliciting responses which show an increased connection to and deepened understanding of the literature being studied		effectively incorporates theoretical and/or historical context into lessons that includes basic questioning		incorporates music theory and/or history into the lesson that may or may not provide relevant context and includes little to no questioning		does not apply theoretical or historical context		
<i>*The overall rating will be calculated as an average of the ratings for this standard.</i>								*Rating	
An overall mean score rating will be calculated for the section. If you are not able to make a fair assessment, you may decide to not enter a rating in a specific section.									