

# MUS 490 Music Lesson Observation Rubric

by COE Administrator

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### Instructions

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This rubric is intended to be used to provide feedback to the Teacher Candidate (TC) on the planning, implementation, and success of a single lesson. It is recommended that you take notes while watching the lesson (you can use page 5 for this purpose). After observing the lesson, circle the statement that best describes what you have observed. Use the “comments” column to explain your selection and provide guidance to the TC for improvement and growth.

**Attachments**  [Lesson Observation Rubric Fall 2014](#)

### Standards

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No standards added.

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	<b>Exceptional (Target)</b> (3.000 pts)	<b>Proficient (Acceptable)</b> (2.000 pts)	<b>Needs Improvement (Unacceptable)</b> (1.000 pt)
<b>Lesson Plan: Objectives</b> (1.000, 4.5%)	Rehearsal, lesson, or class objectives are performance based, measurable, connect to NJCCC standards, and challenge students to make deep conceptual connections.	Rehearsal, lesson, or class objectives are performance based, measurable, connect to NJCCC standards, and reflect lesson content.	Rehearsal, lesson, or class objectives are stated but are not performance based, measurable, do not connect to NJCCC standards or are extraneous to the lesson.
<b>Lesson Plan: Subject matter knowledge</b> (1.000, 4.5%)	Lesson demonstrates deep understanding of the musical content (score, piece, etude, song, etc.)	Lesson demonstrates understanding of the musical content (score, piece, etude, song, etc.)	Lesson reflects weak or inaccurate music content knowledge.
<b>Lesson Plan: Developmental appropriate practice</b> (1.000, 4.5%)	Content and assessments are customized for subgroups of students.	Content and assessment are generally differentiated.	Content and assessments are not meaningfully differentiated.
<b>Lesson beginning</b> (1.000, 4.5%)	Is an activity that activates prior knowledge, stirs inquiry, launches, and connects to lesson.	Is an activity that activates prior knowledge, generates interest, launches and connects to lesson.	Is an activity that does not activate prior knowledge, does not engage students, or does not connect to lesson.
<b>Score Preparation</b> (1.000, 4.5%)	Gestures, score markings, and rehearsal speech indicate a thorough and deep knowledge of the score.	Gestures, score markings, and rehearsal speech indicate a working knowledge of the score	Gestures, score markings, and rehearsal speech indicate that the TC does not have adequate knowledge of the score (i.e. missed cues, tempo changes, time signatures, lack of

			expressive depth in phrasing, etc.
<b>Ability to diagnose performance errors</b> (1.000, 4.5%)	TC is able to diagnose performance errors (in rhythm, pitch, tone, intonation, etc.)	TC is able to diagnose most performance errors	TC is not able to effectively diagnose performance errors
<b>Ability to remedy performance errors</b> (1.000, 4.5%)	TC is able to provide students with multiple, specific strategies to remedy performance errors.	TC provides students with some strategies to remedy performance errors.	TC is unable to provide students with strategies to remedy performance errors.
<b>Conducting Skills (when applicable)</b> (1.000, 4.5%)	TC demonstrates a thorough knowledge of the musical selections by giving clear cues and releases and includes the appropriate dynamics and style	TC demonstrates some knowledge of the musical section but makes occasional errors in cues, releases, tempo, style, etc.	TC fails to demonstrate a thorough knowledge of the musical selection.
<b>Piano Skills (when applicable)</b> (1.000, 4.5%)	TC demonstrates exemplary piano skills during a class, lesson, or rehearsal.	TC demonstrates satisfactory piano skills during a class, lesson, or rehearsal.	TC demonstrates unsatisfactory piano skills during a class, lesson, or rehearsal.
<b>Lesson Activities</b> (1.000, 4.5%)	Lesson activities are developmentally appropriate, creative, target student needs and interests, conceptually connect to one another, and successfully meet learning objectives.	Lesson activities are developmentally appropriate, generate interest, and are sound instructional choices that successfully meet learning objectives	Lesson activities are developmentally inappropriate, uninteresting, are poor instructional choices, or do not meet learning objectives.
<b>Subject Matter Knowledge</b> (1.000, 4.5%)	TC Demonstrates command of content knowledge and makes conceptual connections.	TC demonstrates command of content knowledge.	TC provides incomplete or inaccurate information.
<b>Differentiated instruction:----- -prior knowledge - disabilities - culture - English language proficiency</b> (1.000, 4.5%)	All students are engaged in the learning activities and assessments throughout the lesson.	Most students are engaged in learning activities and assessments throughout the lesson.	Many students are not engaged in learning activities and assessments throughout the lesson.
<b>Effectiveness of Communication Presence -Use of standard English -Voice -Intonation - Non-verbal communication -Enthusiasm</b> (1.000, 4.5%)	TC has good command of standard English; communicates effectively using voice, intonation, and non-verbal communication to enhance comprehension. TC has appropriate classroom presence.	TC has good command of standard English, but some lapses are noted; TC's voice, intonation, non-verbal communication and classroom presence is generally appropriate.	TC has poor command of standard English; TC's voice is too loud or soft, lacks enthusiasm or modulation; and/or fails to use non-verbal gestures; lacks appropriate classroom presence.
<b>Materials •Graphic organizers •Handouts •Technology •Laboratory •Use of Space</b> (1.000, 4.5%)	TC uses materials/ technology/ space (as appropriate) to support instruction effectively.	TC Generally uses materials/technology/space (as appropriate) to support instruction effectively.	TC does not use materials/technology/ space to support instruction effectively.

<b>Questioning</b> (1.000, 4.5%)	TC poses higher order questions that make students think critically and make complex connections.	TC poses some higher order questions that make students think critically.	TC poses a series of questions that are lower on Bloom's Taxonomy.
<b>Responsiveness</b> (1.000, 4.5%)	TC listens actively to students' ideas and contributions and responds appropriately.	TC listens to students' ideas and contributions and tries to respond with interest and flexibility.	TC does not listen and/or respond appropriately to the students.
<b>Managing Transitions</b> (1.000, 4.5%)	TC's transitions make effective connections between lesson activities.	TC's transitions are sometimes effectively connect lesson activities.	TC's transitions are absent or underdeveloped.
<b>Pacing</b> (1.000, 4.5%)	Lesson is well paced.	Parts of lesson are well paced.	Lesson is not effectively paced.
<b>TC is aware of and responds to individual differences in student behaviors.</b> (1.000, 4.5%)	TC is aware of and responds to individual differences in student behaviors.	TC is generally aware of and responds to individual differences in student behaviors.	TC is not aware of and does not respond to student behaviors.
<b>Managing instructional time and space</b> (1.000, 4.5%)	TC is consistent in maintaining positive and appropriate classroom control.	TC is generally consistent in maintaining positive and appropriate classroom control	TC is inconsistent or unable to maintain classroom con
<b>Closure</b> (1.000, 4.5%)	n the closure activity students share their thinking to provide evidence of mastery of learning objectives.	The closure activity connects back to the learning objectives and provides some evidence of achievement.	There is no closure activity or the activity does not connect to learning objectives.
<b>Assessment</b> (1.000, 4.5%)	TC uses assessment strategies to evaluate student learning effectively throughout the lesson.	TC generally uses assessment strategies to evaluate student learning in the lesson.	TC does not use assessments to effectively gauge student learning in the lesson.