

<b>Gen Ed Proficiency</b>	<b>CATEGORY</b>	<b>Highly Developed</b>	<b>Developed</b>	<b>Emerging</b>	<b>Initial</b>
	<b>Who, What, Where?</b>	Report identifies correctly the performer(s), venue, time and basic program information. Salient features of the program are noted.	Report identifies correctly performer(s), venue, and time, but does not identify or characterize the music presented.	Report neglects to identify one or more of the performer(s), venue, time.	Report does not contain basic information about the concert.
	<b>Musical Identifications</b>	Describes and characterizes individual works and movements and their respective composers. Recognizes instruments and ensembles. Utilizes musical terminology correctly and insightfully.	Identifies individual works and movements and their respective composers. Demonstrates ability to follow printed program. Uses musical terms correctly.	Identifies some individual works. Recognizes some instruments. Shows some familiarity with musical terminology.	Does not differentiate among the works on the program. Inappropriate use of musical terminology.
<b>Reasoning &amp; Analysis</b>	<b>Evaluating Performance</b>	Makes specific observations about performance. Demonstrates grasp of interpretive vocabulary. Describes interactions among performers. Evaluates performance with reference to listening examples from class.	Makes specific observations about performance. Distinguishes between the composition and its interpretation. Articulates the differences between "live" and recorded performance.	Makes a few observations about the performers, but is unclear about their responsibilities. Notes some differences between "live" and recorded performance.	Confuses the roles of the performer and the composer.
<b>Communication</b>	<b>Presentation</b>	Organizes report into coherent paragraphs that describe every aspect of the concert. Uses vocabulary and concepts learned in class. Grammatically correct.	Organizes report well. Uses some vocabulary and concepts learned in class. Some grammatical errors.	Report seems haphazardly constructed. Many grammatical errors.	Report does not meet the required length and/or does not meet accepted college-level writing standards.
<b>Personal Growth</b>	<b>Engagement</b>	Gives a lively sense of the event as experienced and as compared to other musical experiences.	Recalls and evaluates the concert as a whole.	Neglects to describe one or more important aspects of the event.	Is not at all engaged with any aspect of the event