

Student Blog Post – Final Draft Rubric

Student: \_\_\_\_\_ Section: \_\_\_\_\_

	Strong	Good	O.K.	Weak
<b>Title</b> The title is engaging, accurate, avoids clichés, and is not too long.				
<b>Critical thinking, background information, and contextualization</b> The SBP is insightful rather than vague or superficial; the creates a vibrant and informative context for the music at hand; the SBP goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis; the SBP addresses the implication of the ideas under consideration.				
<b>Musical analysis</b> The SBP describes three specific examples of three different musical elements that are interesting, relevant, specific, sufficient, and directly connected to the main idea; the SBP shows why the described musical details are meaningful; the analysis goes beyond the superficial by thoughtfully incorporating comparison, contrast, and/or synthesis.				
<b>Structure</b> The SBP includes an introduction; the SBP presents a logical flow of ideas and avoids straying or meandering; the SBP uses paragraphs to distinct ideas; the SBP includes a conclusion that is not a repetition of the intro.				
<b>Use of technical vocabulary</b> The SBP uses discipline-specific vocabulary appropriately and accurately.				
<b>Written Skill</b> The SBP is well-organized and generally contains correct grammar, punctuation, and spelling; the essay demonstrates appropriate and effective word choice and style; the prose is easy to follow, precise, and clear; the SBP avoids both vagueness and redundancy.				
<b>Conversation starting</b> The SBP poses at least one provocative, open-ended question to generate student conversation.				
<b>Accuracy and sources</b> The SBP contains generally accurate information, and wherever possible includes a placeholder for a linked web citation to a source that verifies or supports ideas presented in the SBP.				
<b>Requirements</b> The SBP includes a working link to the music at hand, fits within the assigned word count, and concludes with the author's name. A strong SBP goes beyond all the above-listed requirements and is fun, personable, and engaging to read while still being informative.				
<b>Revision</b> The SBP effectively incorporates suggestions for revision and editing. The final draft demonstrates improvement compared with the first draft. The reflective writing clearly states the author's editing intentions, which are apparent in the essay itself.				

**Common problem areas** – any items circled are relevant to your essay

**1. Inaccuracies.**

**2. Unfocused paragraphs.** Each paragraph should have one main idea. Make sure all sentences in the paragraph support the topic sentence. Separate ideas should be in separate paragraphs.

**3. Weak evidence.** Examples should support your argument explicitly. Your descriptions of your examples may be too vague.

**4. Too much summary.** Analyze, don't summarize! Focus on what each musical idea means more than (chronologically) listing what happens. Ask yourself "so what" about every sentence you write.

**5. Confusing flow of ideas.**

**6. Grammar/Punctuation.**

**7. Requirements** (length, number of examples, format, etc.)

Grade: \_\_\_\_\_