

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**MUSIC DEPARTMENT**

# **MUSICAL KEYBOARDING 1-4**

Grade Level: 9-12

Credits: 5

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2009**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

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## **Course Philosophy**

Every student deserves the opportunity to learn a musical instrument. The Musical Keyboarding course allows this idea to become a reality. Students do not need to have prior experience in instrumental training to achieve success in this course. Each student is given individual attention on a daily basis, and is encouraged to always do their very best. This is a performance-based class in which students receive a participation grade every day, and upon completion of a song. As the students progress through the lesson book, they are introduced to various composers, different techniques, and numerous songs. Students are given a completion goal each marking period. The daily lessons are a reflection of this goal. Through projects and research, the students learn about the various composers that had an influential impact on piano music, as well as the various musical careers that are available.

## **Course Description**

The Musical Keyboarding course teaches students about the many aspects of piano playing. By utilizing the *Alfred's Basic Adult All-In-One Piano Course Levels 1, 2, & 3*, the students are exposed to many different lessons on piano literature, music theory, and piano technique. Once the students complete the three levels, they will move on to more advanced piano music of the various musical time periods. Students work at his/her own pace, and receive individual attention as they complete each musical lesson. Grading is based off of daily class participation and completion of lessons. To understand the many musicians of the past, and the various musical careers that are available, the students will complete individual projects to enhance their understanding of this instrument and its music.

**Freehold Regional High School District  
Curriculum Map**

**Musical Keyboarding**

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.1.A1-2; 1.2.B1-2; 1.3.B1-2; 1.4.B1	Utilizing music terminology and reading music is imperative to musical keyboarding.	How does music terminology affect piano playing?  Why is reading music imperative to piano playing?	Student Survey  Oral Questions	Written Assignments	Performance Rubric (see A-1)
1.2.B1-2, 1.3.B2, 1.4.B1	A pianist must use proper playing technique to ensure student well-being.  Proper hand positioning will ensure correct playing technique.  Having good posture will ensure proper playing technique. The amount of pressure placed on a key by an individual finger will create a variance in the volume of the note.	What is the importance of warming up the wrist, hand, and fingers prior to playing the piano important?  Why is it important to insure that the proper hand technique is being performed while playing the piano?  How does posture effect playing technique?  How can volume alter the presentation of a musical performance?	Class Discussion	Student-based performance rubric Daily practice sessions  Written Assignments Student Research	Mid-Term Exam  Final Exam
1.1.A1-3, 1.1.B2, 1.2.B1-2, 1.3.B1-2, 1.4.A1-3, 1.4.B1-2, 1.5.A1-2, 1.5.B1-2	Famous pianists have left an indelible mark on the piano world.  Piano music has evolved from the Baroque era to the 20 <sup>th</sup> Century.	What characteristics have certain pianists brought to the art of piano playing?  Why are these artists considered so great?  What about their culture and lives prompted them to choose this career?  How has music evolved through the years?  What can we learn from the past piano greats?  What is the importance of altering our playing technique to accommodate an era of music?  How does the music reflect the era in which it was written?  Why is music categorized into eras?  What characteristics are evident in the music that determines its classification?			Teacher-made tests/quizzes  Research project rubric (see A-2)  Oral presentation (see A-3)  Compare/contrast rubric (see A-4)  Daily Performance on musical keyboards (rubric) (see A-1)

Relevant Standards <sup>1</sup>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
1.1.A1-3, 1.1.B1-2, 1.2.B1-2, 1.3.B1-2, 1.4.A1-3, 1.4.B1-2, 1.5.A1-2, 1.5.B1-2	Critique is a method used to evaluate music on the level of a creator, performer, and consumer.	<p>What is the importance of critique?</p> <p>What is the difference between good and bad critique?</p> <p>What benefits result from constructive critique?</p> <p>What is the benefit of self-assessment?</p>	<p>Student Survey</p> <p>Oral Questions</p> <p>Class Discussion</p>	<p>Written Assignments</p> <p>Student-based performance rubric</p> <p>Daily practice sessions</p> <p>Written Assignments</p> <p>Student Research</p>	<p>Daily Performance on musical keyboards (rubric) (see A-1)</p> <p>Compare/contrast rubric (see A-4)</p> <p>Self-assessment rubric</p>
1.1.A1-2, 1.1.B2, 1.2.B1-2, 1.3.B1-2, 1.4.A1-2, 1.4.B1-2, 1.5.B2	<p>Performing musical works allows a student to expand his/her musical knowledge.</p> <p>Musicianship enhances a musical performance.</p> <p>Playing the piano is an art form in itself.</p>	<p>How does preparation determine a quality performance?</p> <p>How does musicianship factor into a performance?</p> <p>What elements need to be present to create a “good” performance?</p> <p>What is needed for piano playing to be considered an art form?</p> <p>How can this art form be created?</p>			<p>Daily Performance on musical keyboards (rubric) (see A-1)</p> <p>Self-assessment rubric</p>
1.2.B5, 1.3.B3, 1.4.A3	There are many careers that incorporate musical aspects.	<p>What preparation does one need to pursue a career in music?</p> <p>What is success?</p> <p>What type of careers incorporate the aspect of music?</p>			<p>Research project rubric (see A-2)</p> <p>Oral Presentation (see A-30)</p>

**Freehold Regional High School District  
Course Proficiencies and Pacing**

**Musical Keyboarding I-IV**

<b>Unit Title</b>	<b>Unit Understandings and Goals</b>	<b>Recommended Duration</b>
Unit #1: Music Theory	Utilizing music terminology and reading music is imperative to piano keyboarding.  1. The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.	Ongoing throughout the school year.
Unit #2: Piano Pedagogy	A pianist must use proper playing technique to ensure student well-being. Proper hand positioning will ensure correct playing technique.  1. The students will experiment with various warm-up techniques that satisfy their individual needs. 2. The students will incorporate various hand positions to accommodate the selected piece of music.	Ongoing throughout the school year.
Unit #3: Music History	Famous pianists have left an indelible mark on the piano world. Piano music has evolved from the Baroque era to the 20 <sup>th</sup> Century.  1. The students will analyze the impact of pianists of the past. 2. The students will be able to recognize the key factors that differentiate the styles of music.	Ongoing throughout the school year.
Unit #4: Critique	Critique is a method used to evaluate music on the level of a creator, performer, and consumer.  1. The students will analyze performances of their own, as compared to past performances on a daily basis. 2. The students will examine performances from the professional world.	Ongoing throughout the school year.
Unit #5: Performance & Musicianship	Performing musical works allows a student to expand his/her musical knowledge. Musicianship enhances a musical performance.  1. The students will be able to incorporate collective musical teachings into a performance. 2. The students will be able to incorporate various qualities of musicianship to create a better performance.	Ongoing throughout the school year.
Unit #6: Music Related Careers	There are many careers that incorporate musical aspects.  1. The students will explore the various careers that utilize music.	Ongoing throughout the school year.

**Freehold Regional High School District  
Musical Keyboarding I-IV**

**Unit #1: Music Theory**

**Enduring Understanding:** Utilizing music terminology and reading music is imperative to piano keyboarding.

**Essential Questions:** How does music terminology affect piano playing?

Why is reading music imperative to piano playing?

**Unit Goal:** The students will be able to recognize notes, chord symbols, and musical terminology that will enhance their performing experience.

**Duration of Unit:** Ongoing throughout the school year

**NJCCCS:** 1.1.A1-2, 1.2.B1-2, 1.3.B1-2, 1.4.B1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the importance of reading music?</p> <p>How does music terminology affect a performance?</p> <p>What methods can be used to instill this universal language?</p>	<p>Introduction of note names, clefs, and essential music terminology.</p> <p>Introduction of note and rest durations.</p> <p>Creation of mnemonics for memorization of note names.</p> <p>Implementation of notes and how they correspond to the musical keyboard.</p>	<p>Textbook: <i>Alfred's Basic Adult Piano Course – Adult All-in-One Course</i> Levels 1, 2, &amp; 3</p> <p>Internet</p>	<p>Lecture and class discussion</p> <p>Complete textbook worksheets</p> <p>Daily performance on musical keyboards</p>	<p>Written Assignments</p> <p>Responses to discussion questions</p> <p>Daily Performance on musical keyboards (rubric) (see A-1)</p> <p>Mid-term and final exam</p>

**Freehold Regional High School District  
Musical Keyboarding I-IV**

**Unit #2: Piano Pedagogy**

**Enduring Understandings:** A pianist must use proper playing technique to ensure student well-being.

Proper hand positioning will ensure correct playing technique.

**Essential Questions:** What is the importance of warming up the wrist, hand, and fingers prior to playing the piano important?

Why is it important to insure that the proper hand technique is being performed while playing the piano?

How does posture effect playing technique?

How can volume alter the presentation of a musical performance?

**Unit Goal:** The students will experiment with various warm-up techniques that satisfy their individual needs.

The students will incorporate various hand positions to accommodate the selected piece of music.

**Duration of Unit:** Ongoing throughout the school year

**NJCCCS:** 1.2.B1-2, 1.3.B2, 1.4.B1

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How can posture affect all aspects of piano playing?</p> <p>How does a warm-up prepare the mind and body for piano playing?</p> <p>How does finger pressure on the piano key affect the volume of the note?</p>	<p>Assign numbers to each finger and incorporate this usage throughout playing.</p> <p>Experiment with various pressures on the piano keys to create a variation in volume.</p> <p>Introduce the proper hand position and striking point of finger to key.</p>	<p>Textbook: <i>Alfred's Basic Adult Piano Course – Adult All-in-One Course</i> Levels 1, 2, &amp; 3</p> <p>Internet</p>	<p>Teacher demonstration</p> <p>Student experimentation with suggested exercises</p> <p>Lecture and class discussion</p> <p>Complete textbook worksheets</p> <p>Daily performance on musical keyboards</p>	<p>Written Assignments</p> <p>Responses to discussion questions</p> <p>Daily Performance on musical keyboards (rubric) (see A-1)</p> <p>Mid-term and final exam</p>



**Freehold Regional High School District  
Musical Keyboarding I-IV**

**Unit #3: Music History**

**Enduring Understandings:** Famous pianists have left an indelible mark on the piano world.

Piano music has evolved from the Baroque era to the 20<sup>th</sup> Century.

**Essential Questions:** What characteristics have certain pianists brought to the art of piano playing?

Why are these artists considered so great?

What about their culture and lives prompted them to choose this career?

How has music evolved through the years?

What can we learn from the past piano greats?

What is the importance of altering our playing technique to accommodate an era of music?

How does the music reflect the era in which it was written?

Why is music categorized into eras?

What characteristics are evident in the music that determines its classification?

**Unit Goal:** The students will analyze the impact of pianists of the past.

The students will be able to recognize the key factors that differentiate the styles of music

**Duration of Unit:** Ongoing throughout the school year

**NJCCCS:** 1.1.A1-3, 1.1.B2, 1.2.B1-2, 1.3.B1-2, 1.4.A1-3, 1.4. B1-2, 1.5.A1-2, 1.5.B1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is the importance of learning from the past?</p> <p>How do today's composers incorporate techniques from past musicians?</p> <p>Why should a performer alter one's technique to accommodate the different styles of music?</p> <p>What causes a variation in a musical work?</p> <p>What characteristics of a musical work define its era of music?</p> <p>What is the importance of understanding the history of a piece of music?</p> <p>How is music considered an art?</p>	<p>Identify the elements that distinguish an era of music from another.</p> <p>Relate various composers to their era of music.</p> <p>Distinguish different playing techniques that correlate to the era of music.</p>	<p>Textbook: <i>Alfred's Basic Adult Piano Course – Adult All-in-One Course</i> Levels 1, 2, &amp; 3</p> <p>Internet</p> <p>Text Books</p> <p>Additional piano books</p>	<p>Lecture and class discussion</p> <p>Individual research project on composers</p> <p>Compare/contrast two artists from different eras of music.</p> <p>Perform music incorporating these varying styles.</p>	<p>Teacher-made tests/quizzes</p> <p>Research project rubric (see A-2)</p> <p>Oral presentation (see A-3)</p> <p>Compare/contrast rubric (see A-4)</p> <p>Daily Performance on musical keyboards (rubric) (see A-1)</p>

**Suggestions on how to differentiate in this unit:**

- In Levels I, II, and III, the students will work through the text book provided.
- Students in Level IV, will perform pieces specific to the four time periods of music (Baroque, Classical, Romantic, and 20<sup>th</sup> Century)

**Freehold Regional High School District  
Musical Keyboarding I-IV**

**Unit #4: Critique**

**Enduring Understanding:** Critique is a method used to evaluate music on the level of a creator, performer, and consumer.

**Essential Questions:** What is the importance of critique?  
 What is the difference between good and bad critique?  
 What benefits result from constructive critique?  
 What is the benefit of self-assessment?

**Unit Goals:** The students will analyze performances of their own, as compared to past performances on a daily basis.  
 The students will examine performances from the professional world.

**Duration of Unit:** Ongoing throughout the school year

**NJCCCS:** 1.1.A1-3, 1.1.B1-2, 1.2.B1-2, 1.3.B1-2, 1.4.A1-3, 1.4.B1-2, 1.5.A1-2, 1.5.B1-2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is self-assessment?  How can a person learn from good and bad critique?  What makes critique constructive?  How can self-assessment alter a person's performance?	Relationship of good and bad critique  Implementation of self-assessment	Textbook: <i>Alfred's Basic Adult Piano Course – Adult All-in-One Course</i> Levels 1, 2, & 3  Internet	Lecture and class discussion  Creation of personal self-assessment rubric  Viewing of various types of performances and critiquing the effort	Daily Performance on musical keyboards (rubric) (see A-1)  Compare/contrast rubric (see A-4)  Self-assessment rubric

**Freehold Regional High School District  
Musical Keyboarding I-IV**

**Unit #5: Performance & Musicianship**

**Enduring Understandings:** Performing musical works allows a student to expand his/her musical knowledge.  
Musicianship enhances a musical performance.

**Essential Questions:** How does preparation determine a quality performance?  
How does musicianship factor into a performance?  
What elements need to be present to create a “good” performance?  
What is needed for piano playing to be considered an art form?  
How can this art form be created?

**Unit Goal:** The students will be able to incorporate collective musical teachings into a performance.  
The students will be able to incorporate various qualities of musicianship to create a better performance.

**Duration of Unit:** Ongoing throughout the school year

**NJCCCS:** 1.1.A1-2, 1.1B2, 1.2.B1-2, 1.3.B1-2, 1.4.A1-2, 1.4.B1-2, 1.5.B2

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is a performance?  What is musicianship?  How can a person’s interpretation affect musicianship and performance?  How does history affect musicianship and performance?  What is art?  Can music be considered art?	Define “performance”.  Define “musicianship”.  Incorporation of personal experience into a performance.  Relationship of musicianship and performance.  Creating the art form of music.	Textbook: <i>Alfred’s Basic Adult Piano Course – Adult All-in-One Course</i> Levels 1, 2, & 3  Internet  Additional piano books	Lecture and class discussion  Creation of personal self-assessment rubric	Daily Performance on musical keyboards (rubric) (see A-1)  Self-assessment rubric

**Suggestions on how to differentiate in this unit:**

- In Levels I, II, and III, the students will work through the text book provided.
- Students in Level IV, will perform pieces specific to the four time periods of music. (Baroque, Classical, Romantic, and 20<sup>th</sup> Century)

**Freehold Regional High School District  
Musical Keyboarding I-IV**

**Unit #6: Music Related Careers**

**Enduring Understanding:** There are many careers that incorporate musical aspects.

**Essential Questions:** What preparation does one need to pursue a career in music?

What is success?

What type of careers incorporate the aspect of music?

**Unit Goal:** The students will explore the various careers that utilize music.

**Duration of Unit:** Ongoing throughout the school year

**NJCCCS:** 1.2.B5, 1.3.B3, 1.4.A3

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>Does location determine need of a certain career?</p> <p>Does performance have to be a factor in music careers?</p> <p>What is the course of study for a music career?</p>	<p>Define success.</p> <p>Identification of the various careers in music.</p> <p>Identification of post-secondary schools that specialize in music career options.</p> <p>Requirements needed to pursue the various musical careers.</p> <p>Job opportunities that require a music background.</p>	<p>Internet</p> <p>Magazines</p> <p>Books</p>	<p>Lecture and class discussion</p> <p>Individual research project on careers incorporating music</p>	<p>Research project rubric (see A-2)</p> <p>Oral presentation (see A-3)</p>

Daily Performance Rubric  
Top of Form

<b>PIANO KEYBOARD</b>			
	<b>Poor 1 pts</b>	<b>Fair 2 pts</b>	<b>Good 3 pts</b>
<b>POSTURE</b>	<b>Poor</b> Has to be reminded constantly	<b>Fair</b> Occasionally requires reminding	<b>Good</b> Rarely have to remind
<b>HAND POSITION</b>	<b>Poor</b> Hands never level	<b>Fair</b> Occasionally requires reminding	<b>Good</b> Always level with keyboard
<b>FINGER DEXTERITY TECHNIC</b>	<b>Poor</b> Does not use correct fingers	<b>Fair</b> Occasionally needs reminding	<b>Good</b> Fingers always curved and firm
<b>EYES ON MUSIC</b>	<b>Poor</b> Rarely keeps eyes on music	<b>Fair</b> Occasionally needs reminding	<b>Good</b> Rarely have to remind
<b>RHYTHM</b>	<b>Poor</b> Beat is usually erratic and rhythm is seldom accurate	<b>Fair</b> Occasionally beat is erratic and rhythm not accurate	<b>Good</b> Beat is secure and rhythm mostly accurate
<b>NOTE READING</b>	<b>Poor</b> Rarely plays correct notes	<b>Fair</b> Occasionally plays incorrect notes	<b>Good</b> Consistently plays correct notes
<b>OVERALL PROGRESS</b>	<b>Poor</b> Shows no improvement in any area	<b>Fair</b> Shows improvement in some areas	<b>Good</b> Show much improvement in most areas
<b>ATTITUDE</b>	<b>Poor</b> Fair interest in learning	<b>Fair</b> Some interest shown	<b>Good</b> Shows much interest
<b>TOTAL</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>

### Research Paper Rubric

- 4—Clearly a knowledgeable, practiced, skilled pattern
- 3—Evidence of a developing pattern
- 2—Superficial, random, limited consistencies
- 1—Unacceptable skill application

#### Use of Sources

<i>Skill application demonstrates use which represents →</i>	4	3	2	1
Researched information appropriately documented				
Enough outside information to clearly represent a research process				
Demonstrates use of paraphrasing, direct, and indirect quotations				
Information connects to the thesis				
Sources on Works Cited/Bibliography or References accurately match sources cited within the text				

\_\_\_\_\_/20

#### Content/Organization

<i>Skill application demonstrates use which represents →</i>	4	3	2	1
Introduction engaging and clearly defines thesis				

Thesis is challenging and focused				
Content connecting to thesis is clarifying, exploring, explaining, developing				
Text organization flows sensibly and smoothly				
Mixture of personal voice interwoven with research (commentary)				
Conclusion thoughtful, engaging, and clear				

\_\_\_\_\_/24

### Mechanics/Usage/Spelling/Format

<i>Skill application demonstrates use which represents →</i>	4	3	2	1
Pagination (top right following last name)				
12 point Times New Roman font and appropriate margins				
Usage/Grammar				
Correct paragraphing				
Written in formal style				

\_\_\_\_\_/20

### Information Literacy

<i>Skill application demonstrates use which represents →</i>	4	3	2	1
Consistent Format (MLA or APA)				
Evidence of thorough research (sources represent variety and types)				
Documentation demonstrates conscientious application of citing ethics				
Evidence of sorting and selecting appropriate material				
Evidence of importance of author's credibility and validity				
Research offers non-biased, fair research perspective from which a conclusion is drawn				
Research information goes beyond surface information				

\_\_\_\_\_/28

Total Score: \_\_\_\_\_/92 Total Percentage: \_\_\_\_\_%

## Presentation Rubric

Evaluating Student Presentations					
Developed by Information Technology Evaluation Services, NC Department of Public Instruction					
	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	



<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

## Compare / Contrast Essay

Date: \_\_\_\_\_ Class \_\_\_\_\_ Writer: \_\_\_\_\_

Title: \_\_\_\_\_

Rating Scale: 1 to 5. 1=very weak, 2=weak, 3=okay, 4=very good, 5=super

	Criteria	R	Comments
<b>1</b>	Opening catches reader's interest.		
<b>2</b>	Thesis states topics and the main idea.		
<b>3</b>	Features or subjects are discussed in the same order.		
<b>4</b>	Order in which features are discussed is logical.		
<b>5</b>	Specific examples are used to support ideas.		
<b>6</b>	Wording and ideas are fresh and interesting.		
<b>7</b>	Compare/contrast clue words are used.		
<b>8</b>	Grammar		
<b>9</b>	Spelling		
<b>10</b>	Capitalization		

Date \_\_\_\_\_ Class \_\_\_\_\_ Evaluator: \_\_\_\_\_

<http://7-12educators.about.com> \_\_\_\_\_