

DMA Document Defense Rubric

Criteria from 1-4 points:	Poor (1 pt.)	Fair (2 pts.)	Good (3 pts.)	Excellent (4 pts.)	NOTES (about each question, may contain averages of points. For example, a student might be rated as excellent (4) in category A for three questions, but only poor (1) on a fourth question. The rater might wish to add up the points and divide by 4 for that category.)
A. Course Content and Document Knowledge (theoretical, historical, pedagogical)	Student needs much prompting. More than a few factual errors, no citation of sources <input type="checkbox"/>	Answers with some hesitation and prompting. There may be a few factual errors. Cites at least one source if applicable. <input type="checkbox"/>	Answers with little hesitation and prompting. No more than one factual error. Cites at least two sources, if applicable. <input type="checkbox"/>	Each question answered fluently with no factual errors. The student may go beyond strictly answering the question to relate material to other topics (for example, not just answering a question about one Schubert song cycle, but relating that cycle to other works by Schubert.) Cites more than two sources, if applicable. <input type="checkbox"/>	
B. Organization and Clarity of Ideas	Substantial and irrelevant digressions, significant problems with clarity and concision. <input type="checkbox"/>	Normally maintains focus, but may occasionally digress. Answers may be too brief, but essentially correct. <input type="checkbox"/>	Presents a focused answer that is clear, concise, and well-organized. Answers may be too brief, but essentially correct. <input type="checkbox"/>	Presents a focused answer that is clear, concise, and well-organized. Answers are neither too long, nor too brief. <input type="checkbox"/>	
C. Overall Performance evaluation	The committee member's impression of the student's performance in the exam (for example how well-prepared the student is overall). <input type="checkbox"/>				

Explanation:

- A. Course Content Knowledge—Factual and contextual knowledge of questions related to music history seminars, theory courses, and pedagogy courses. If applicable, students should be able to cite sources related to the questions.
- B. Organization and Clarity of Ideas—Answers should be focused, clear, concise and well-organized.
- C. Overall Performance—The overall impression of the student's performance based on all criteria.

Please add up points for each category. Poor=1, Adequate=2, Good=3, Excellent=4. Based on these points, rate the student as follows:

HIGH PASS = 11-12; PASS=7-10; FAIL=Below 7

Defense of the DMA Document Final Assessment

James Madison University School of Music

Student _____

Degree Plan _____ (example: MM in Performance) Date _____

Rater 1 Score _____

Rater 2 Score _____

Rater 3 Score _____

Please check one:

High Pass _____

Pass _____

Fail _____

(Please indicate action/s to be taken in the case of failure. A subsequent pass based on fulfillment of conditions below should then be reported on a new form with the committee signatures):

Committee Signatures:

_____ (chair)

Committee Chair: Please keep one copy for yourself (the student's advisor) and give one copy to the Director of Graduate Studies.