

# FEATURES of QUALITY: Composition Portfolio

...Assessment Guidelines, p.17

Descriptor	CBA1: Features of Quality
<p><b>Exceptional</b></p> <p>Describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment to a very high standard. While not necessarily perfect, the strengths of the work far outstrip its flaws, which are minor. Suggestions for improvement are easily addressable by the student.</p>	<p><b>Exceptional</b></p> <ul style="list-style-type: none"> <li>• Melodic, rhythmic or harmonic concepts are very highly developed in a thoroughly skilful and sophisticated way, resulting in compositions that are highly original and imaginative</li> <li>• There is very strong evidence of an understanding of the appropriateness of the chosen instruments/effects/medium/genre</li> <li>• The pieces of music are shaped to a very clear purpose, and fully realised for their intended receiver/audience</li> </ul>
<p><b>Above expectations</b></p> <p>Describes a piece of work that reflects the Features of Quality for the Classroom-Based Assessment very well. The student shows a clear understanding of how to complete each area of the task. Feedback from the teacher might point to the necessity to address some aspect of the work in need of further attention or polishing, but on the whole the work is of a high standard.</p>	<p><b>Above expectations</b></p> <ul style="list-style-type: none"> <li>• Melodic, rhythmic or harmonic concepts are very well developed in a skilful and sophisticated way, resulting in compositions that are original and imaginative</li> <li>• There is strong evidence of an understanding of the appropriateness of the chosen instruments/effects/medium/genre</li> <li>• The pieces of music are shaped to their intended purpose, and realised very well for its intended receiver/audience</li> </ul>
<p><b>In line with expectations</b></p> <p>Describes a piece of work that reflects most of the Features of Quality for the Classroom-Based Assessment well. It shows a good understanding of the task in hand and is free from significant error. Feedback might point to areas needing further attention or correction, but the work is generally competent and accurate.</p>	<p><b>In line with expectations</b></p> <ul style="list-style-type: none"> <li>• Melodic, rhythmic or harmonic concepts are well developed resulting in compositions that have evidence of some originality and some imagination</li> <li>• There is an adequate understanding of the appropriateness of the chosen instruments/effects/medium/genre.</li> <li>• The pieces of music are shaped to a purpose and realised well for its intended receiver/audience</li> </ul>
<p><b>Yet to meet expectations</b></p> <p>Describes a piece of work that falls somewhat short of the demands of the Classroom-Based Assessment and its associated Features of Quality. Perhaps the student has made a good attempt, but the task has not been grasped clearly or is marred by significant lapses. Feedback will draw attention to fundamental shortcomings that need to be addressed</p>	<p><b>Yet to meet expectations</b></p> <ul style="list-style-type: none"> <li>• Melodic, rhythmic or harmonic concepts are insufficiently developed resulting in compositions that are lacking in originality and imagination</li> <li>• There is lack of evidence of understanding and inconsistency in the appropriateness of the chosen instruments/effects/medium/genre</li> <li>• The pieces of music are lacking a purpose, and show limited consideration or awareness of the intended receiver/audience</li> </ul>



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