Students worked in small groups to create a short theme-based percussion piece. They became more active composers and improved their percussion performance skills through a process of peer assessments and self-reflection. Students’ original compositions sounded more interesting in the areas of tone, form and rhythm.

**Inquiry:**

*Do peer and self-assessment using rubrics improve students’ improvement of student performance on original compositions using percussion instruments?*

**Strategies:**

Self and peer assessment with rubrics

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