

Timeline: Band marks are calculated three times a year. Mid-November, Mid-April and Mid-June. Marks are cumulative and averaged as the year goes on

FEMSS Senior Ensembles AMR/H4M Initial Student Evaluation Form

NAME OF STUDENT: _____

DATE: _____

Note: This evaluation form will be used periodically throughout the year to grade students enrolled in the AMR4M band credit. The evaluation is based on the principals that maintain a healthy and positive experience in band. Generally speaking, if a student SHOWS UP consistently, TRIES their best at all times, and PRACTICES their parts, they will receive an excellent mark in this course. The director will ultimately apply the final mark, but will consider a student's self-evaluation, and if required, discuss discrepancies with the student.

Above all, our band program promotes a togetherness and a sense that everyone cares, is responsible and wants to do their best. This marking scheme simply formalizes the attributes that every member of our band should be demonstrating anyway. If you have any questions about this marking scheme please see your director.

SHOW UP

The student demonstrates a dedication to punctuality and responsibility to the group by **regularly attending** rehearsals, concerts and sectionals. The student also regularly shows up on time and ready to play. If a student is away, they normally communicate this in advance to their respective section leader **and** director. Students are also not absent from, or late to, scheduled concerts. They arrive on time, know the schedule, and are prepared to play.

R	Level 1	Level 2	Level 3	Level 4
The student demonstrates an unacceptably low amount of responsibility and dedication to the group. They regularly miss rehearsals without prior notice, show up late or are unready to play at rehearsal's start.	The student demonstrates a limited amount of responsibility and dedication to the group. They commonly miss rehearsals without prior notice, show up late or are unready to play when the group is	The student demonstrates some responsibility and dedication to the group. They sometimes miss rehearsals or concerts without prior notice, show up late or are unready to play when the group is	The student demonstrates a good amount of responsibility and dedication to the group. They rarely miss rehearsals or concerts without prior notice, show up late or are unready to play when the group is.	The student demonstrates a high level of responsibility and dedication to the group. They never miss rehearsals or concerts without prior notice, show up late or are unready to play when the group is

	R	- 1 +	- 2 +	- 3 +	- 4 +
Student self-assessment					
Director Assessment					

TRY

The student demonstrates a dedication to doing their best at all times while involved with the music program and the performance group in general. The student maintains a positive attitude about band, rehearses diligently, always considers the well-being of the group above his/her own and never lets their section down by not trying their best.

R	Level 1	Level 2	Level 3	Level 4
The student demonstrates an unacceptably low amount of initiative to do their best. They regularly let their section down because they don't care and don't try their best.	The student demonstrates a limited amount amount of initiative to do their best. They commonly let their section down because they don't care and don't try their best.	The student demonstrates some amount of initiative to do their best. They sometimes let their section down because they don't care and don't try their best.	The student demonstrates a good amount of initiative to do their best. They rarely let their section down because they do care and do try their best.	The student demonstrates a high level of initiative to do their best. They never let their section down because they always care and always try their best.

	R	- 1 +	- 2 +	- 3 +	- 4 +
Student self-assessment					
Director Assessment					

PRACTICE

The student demonstrates a good work ethic by practicing their band parts regularly. In rehearsal, it is clear that the player has worked on their parts. The player works on difficult passages and does not "hide" behind other players if a part is too difficult. If more help is needed, the player seeks the assistance of a section member or director to learn the part they are having issues with.

R	Level 1	Level 2	Level 3	Level 4
The student demonstrates that an unacceptably low amount of practice time has been done. They regularly stop playing during rehearsals and never make an effort to learn difficult parts.	The student demonstrates that a limited amount amount of practice time has been done. They commonly stop playing during rehearsals and rarely make an effort to learn difficult parts.	The student demonstrates that some amount of practice time has been done. They sometimes stop playing during rehearsals and make a mild effort to learn difficult parts.	The student demonstrates that a good amount of practice time has been put in. They rarely stop playing during rehearsals and do make a good effort to learn difficult parts.	The student demonstrates that a high level of practice has been done. They never stop playing during rehearsals and always make an effort to learn difficult parts.

	R	- 1 +	- 2 +	- 3 +	- 4 +
Student self-assessment					
Director Assessment					

Learning Skills Evaluation

Enter a check mark in the area where you feel the learning skill is most appropriate for you as an individual musician.

Responsibility:

- Commitment to the group/section (Highly motivated in fulfilling commitments and responsibilities)
- Completes work (Homework, classwork, assignments are completed consistently, with thoroughness and care)
- Responsible (Able to manage own behaviour consistently without supervision, as a role model of others)

	Needs Improvement	Satisfactory	Good	Excellent
Student Self-Evaluation				
Director Assessment				

Organization

- Plans & meet goals of individual, group and section (Plans and meets goals completely and on time)
- Prioritizes & uses time effectively in rehearsal(Consistently prioritizes tasks/goals, effective time management)

	Needs Improvement	Satisfactory	Good	Excellent
Student Self-Evaluation				
Director Assessment				

Independent Work

- Independent (Clarifies assignments, meets deadlines, uses resources and seeks assistance as needed)
- Supervision (Follows instructions effectively and completes assigned tasks with minimal assistance or supervision)

	Needs Improvement	Satisfactory	Good	Excellent
Student Self-Evaluation				
Director Assessment				

Collaboration

- Flexible/Open-minded (Comfortably accepts roles and share of working group. Actively listens to others' ideas)
- Working with others (Works with a variety of others through conflicts with consensus)
- Problem solving (Works effectively with group to solve problems using information, resources)

	Needs Improvement	Satisfactory	Good	Excellent
Student Self-Evaluation				
Director Assessment				

Initiative

- Use of new ideas(Motivated to explore thinking beyond classroom ideas/procedures presented)
- Innovation (Plans new tasks or challenges independently)
- Curiosity (Highly curious and interested in all aspects of learning)

	Needs Improvement	Satisfactory	Good	Excellent
Student Self-Evaluation				
Director Assessment				

Self-Regulation

- Goal setting (Confidently sets own goals and able to monitor progress independently)
- Self-aware (Reflects honestly on self and seeks assistance when needed, after own attempt)
- Motivation (Highly motivated to meet personal needs and goals for learning)
- Perseverance (Highly confident while persevering during class activities)

	Needs Improvement	Satisfactory	Good	Excellent
Student Self-Evaluation				
Director Assessment				

Assignment Sheet

This sheet must be completed in full for the attached student evaluation to be considered complete and useable. Failure to complete this package in full will have an effect on your overall grade.

Please answer the following short answer questions honestly and clearly.

1) Describe a situation in band this year where you felt **personal improvement was required**, and **what you did** to improve.

2) Describe a situation in band this year where you felt **section improvement was required**, and **what was done** to improve.

3) Describe your **usual practice regimen**. (ie how often do you practice, for how long, what do you focus on)

4) Describe some **major musical things you have learned or improved upon** since beginning the band program this year

5) Describe some **major non-musical things you have learned or improved upon** since beginning the band program this year
