

Assessment Strategy for Students in

Grades 8 – 9

	Extending	Proficient	Developing	Emerging
Playing Assessment	<p>Technical Proficiency: Exceptional mastery of the instrument, flawless execution of complex passages, and advanced techniques.</p> <p>Tone Quality: Produces a consistently rich, expressive, and well-controlled tone throughout the performance.</p> <p>Musical Expression: Demonstrates exceptional musicality, phrasing, dynamics, and interpretation, adding depth and emotion to the piece.</p> <p>Overall Presentation: Presents the piece with confidence, stage presence, and a deep connection to the music.</p>	<p>Technical Proficiency: Proficient execution of most technical elements and passages with some minor errors.</p> <p>Tone Quality: Maintains a generally good tone quality but may have occasional inconsistencies.</p> <p>Musical Expression: Displays a reasonable degree of musicality, phrasing, dynamics, and interpretation.</p> <p>Overall Presentation: Presents the piece with confidence but may lack some stage presence and emotional connection to the music.</p>	<p>Technical Proficiency: Demonstrates basic proficiency but struggles with various technical elements and passages, making noticeable errors.</p> <p>Tone Quality: Tone quality is inconsistent, and there may be frequent problems with intonation or sound production.</p> <p>Musical Expression: Shows limited musicality and may lack phrasing, dynamics, or expressive interpretation.</p> <p>Overall Presentation: Appears somewhat nervous or uncomfortable during the performance.</p>	<p>Technical Proficiency: Performs with significant technical deficiencies, making numerous errors and struggling with fundamental elements.</p> <p>Tone Quality: Tone quality is poor and inconsistent, with frequent intonation issues and sound problems.</p> <p>Musical Expression: Lacks musicality, phrasing, dynamics, or any meaningful interpretation.</p> <p>Overall Presentation: Displays a lack of confidence and a disconnect from the music.</p>

Ensemble Skills	<p>Class Participation: Actively engages in all rehearsals and class discussions, consistently contributing valuable insights and ideas.</p>	<p>Class Participation: Actively participates in most rehearsals and discussions, offering valuable contributions.</p>	<p>Class Participation: Participates but may not consistently engage in rehearsals and discussions.</p>	<p>Class Participation: Rarely engages in rehearsals and discussions, often remaining silent or disengaged.</p>
	<p>Effort: Demonstrates unwavering dedication and effort, consistently going above and beyond to improve.</p>	<p>Effort: Puts in consistent effort to improve but may have occasional lapses in dedication.</p>	<p>Effort: Puts in some effort but may lack consistency or enthusiasm for improvement.</p>	<p>Effort: Demonstrates minimal effort, often appearing disinterested or uncommitted to improvement.</p>
	<p>Critical Thinking: Shows exceptional critical thinking skills, applying musical knowledge to solve complex ensemble challenges.</p>	<p>Critical Thinking: Displays good critical thinking skills, applying musical knowledge effectively to ensemble challenges.</p>	<p>Critical Thinking: Demonstrates basic critical thinking skills, with occasional struggles in applying musical knowledge to ensemble challenges.</p>	<p>Critical Thinking: Struggles with critical thinking skills and may not effectively apply musical knowledge to ensemble challenges.</p>
	<p>Social Responsibility: Exemplifies excellent teamwork, respect for peers, and commitment to the group's success.</p>	<p>Social Responsibility: Demonstrates teamwork and respect for peers most of the time, contributing positively to the group.</p>	<p>Social Responsibility: Shows some teamwork and respect for peers but may occasionally disrupt group dynamics.</p>	<p>Social Responsibility: Lacks teamwork and respect for peers, frequently disrupting group dynamics.</p>
	<p>Personal Awareness: Demonstrates profound self-awareness and takes responsibility for personal growth within the ensemble.</p>	<p>Personal Awareness: Shows awareness of personal growth opportunities within the ensemble.</p>	<p>Personal Awareness: Displays limited personal awareness and responsibility for personal growth within the ensemble.</p>	<p>Personal Awareness: Shows little to no personal awareness or responsibility for personal growth within the ensemble.</p>

	Extending	Proficient	Developing	Emerging
Practice Records	<ul style="list-style-type: none"> • Student consistently practices for a minimum of 60 minutes each week. • Practicing is focused, purposeful, and well-organized. • Demonstrates significant improvement in skills and techniques. • Shows commitment and dedication to musical growth. 	<ul style="list-style-type: none"> • Student practices for 45 to 59 minutes per week. • Practice sessions are generally focused, with some occasional distractions. • Demonstrates noticeable improvement in skills and techniques. • Shows a reasonable level of commitment to musical growth. 	<ul style="list-style-type: none"> • Student practices for 30 to 44 minutes per week. • Practice sessions may lack focus and consistency at times. • Demonstrates limited improvement in skills and techniques. • Shows some commitment to musical growth but could benefit from more consistent practice. 	<ul style="list-style-type: none"> • Student practices for less than 30 minutes per week. • Practice sessions are often unfocused and inconsistent. • Demonstrates minimal improvement in skills and techniques.

