

**From Developing to Distinguished:
Strategies for Meeting the Criteria of the NC Teacher Evaluation Instrument in the Music
Performance Classroom**

Presented by the White Oak High School Music Department
~ North Carolina Music Educators Association In-Service Conference ~
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The following handout includes a number of strategies and resources that can be utilized to help teachers in the music performance classroom progress from the developing to the distinguished category of the NC Teacher Evaluation Instrument by meeting a majority of the different standards and indicators.

STANDARD 1: Teachers demonstrate leadership.

A. Teachers lead in their classrooms. Teachers demonstrate leadership by taking responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education, and are prepared for life in the 21st century. Teachers communicate this vision to their students. Using a variety of data sources, they organize, plan, and set goals that meet the needs of the individual student and the class. Teachers use various types of assessment data during the school year to evaluate student progress and to make adjustments to the teaching and learning process. They establish a safe, orderly environment, and create a culture that empowers students to collaborate and become lifelong learners.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • SmartMusic Performance Assessments • Survey Monkey Concert Reflection Surveys (www.surveymoney.com) • Smart Response Clicker Concert Reflection • Individual Development Plans (IDP) 		

B. Teachers demonstrate leadership in the school. Teachers work collaboratively with school personnel to create a professional learning community. They analyze and use local, state, and national data to develop goals and strategies in the school improvement plan that enhances student learning and teacher working conditions. Teachers provide input in determining the school budget and in the selection of professional development that meets the needs of students and their own professional growth. They participate in the hiring process and collaborate with their colleagues to mentor and support teachers to improve the effectiveness of their departments or grade levels.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Collaboration with music educators at the school level as a department (Band, Chorus, Orchestra) in developing common core assessments, benchmarks, and student goals 		

C. Teachers lead the teaching profession. Teachers strive to improve the teaching profession. They contribute to the establishment of positive working conditions in their school. They actively participate in and advocate for decision-making structures in education and government that take advantage of the expertise of teachers. Teachers promote professional growth for all educators and collaborate with their colleagues to improve the profession.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Participation in Professional Learning Communities with music educators on a local and state level • Collaboration with music educators on a local and state level in improving instruction in the 		

classroom by discussing various topics

- Participation in professional organizations on a local, state, and national level (NCMEA, NAfME, ACDA, ASTA, NCBA, etc.)
- Presenting a session at a conference on important topics related to music education

STANDARD 2: Teachers establish a respectful environment for a diverse population of students.

B. Teachers embrace diversity in the school community and in the world. Teachers demonstrate their knowledge of the history of diverse cultures and their role in shaping global issues. They actively select materials and develop lessons that counteract stereotypes and incorporate histories and contributions of all cultures. Teachers recognize the influence of race, ethnicity, gender, religion, and other aspects of culture on a student’s development and personality. Teachers strive to understand how a student’s culture and background may influence his or her school performance. Teachers consider and incorporate different points of view in their instruction.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Project-based learning on topics that deal with global music or music education in other countries • Project-based learning that allows students to explore their musical interests based on their background/culture • Incorporating musical characteristics about history and culture for a piece of music being performed for a concert 		

C. Teachers treat students as individuals. Teachers maintain high expectations, including graduation from high school, for students of all backgrounds. Teachers appreciate the differences and value the contributions of each student in the learning environment by building positive, appropriate relationships.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Individual Development Plan (IDP) which allows students to rate themselves, individually, in different musicianship areas on an annual basis • Individual Development Assessments (IDA) that allow students to select performance assessments based on their Individual Development Plan as a musician 		

E. Teachers work collaboratively with the families and significant adults in the lives of their students. Teachers recognize that educating children is a shared responsibility involving the school, parents or guardians, and the community. Teachers improve communication and collaboration between the school and the home and community in order to promote trust and understanding and build partnerships with all segments of the school community. Teachers seek solutions to overcome cultural and economic obstacles that may stand in the way of effective family and community involvement in the education of their students.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Music Program Website (iWeb, www.webs.com) • Weekly Email E-Newsletter (Use Google Docs to obtain student/parent contact information for email list). Google Docs automatically creates a downloadable spreadsheet of all the information. • Music Program Blog (www.blogspot.com) • Charms Office Assistant (www.charmsoffice.com) 		

STANDARD 3: Teachers know the content they teach.

A. Teachers align their instruction with the North Carolina Standard Course of Study (or Essential Standards 2012-2013). In order to enhance the North Carolina Standard Course of Study, teachers investigate the content standards developed by professional organizations in their specialty area. They develop and apply strategies to make the curriculum rigorous and relevant for all students and provide a balanced curriculum that enhances literacy skills. Elementary teachers have explicit and thorough preparation in literacy instruction. Middle and high school teachers incorporate literacy instruction within the content area or discipline.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Use data from the following sources to make necessary changes in instruction: <ul style="list-style-type: none"> ○ Smart Response Clicker Evaluations ○ Survey Monkey Reflection Surveys ○ MPA Scoring Rubrics ○ Daily Formative Assessments from listening to students • AVID Techniques (Goal Setting, Learning Log, Confronting Procrastination, SMART Goals) • Incorporating literacy strategies (reading/writing) by having students reflect on rehearsal in the form of writing or to discuss individual and ensemble goals (possibly through a Blog) 		

C. Teachers recognize the interconnectedness of content areas/disciplines. Teachers know the links and vertical alignment of the grade or subject they teach and the North Carolina Standard Course of Study. Teachers understand how the content they teach relates to other disciplines in order to deepen understanding and connect learning for students. Teachers promote global awareness and its relevance to subjects they teach.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Vocabulary (2's through 6's): helps to connect different disciplines and teach subdivision of the beat • Announcement PowerPoint which includes facts about a variety of different topics and content areas • Incorporating musical characteristics about history and culture for a piece of music being performed for a concert • Project-Based Learning (i.e. Virtual Museums) 		

D. Teachers make instruction relevant to students. Teachers incorporate 21st century life skills into their teaching deliberately, strategically, and broadly. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, people skills, self-direction, and social responsibility. Teachers help their students understand the relationship between the North Carolina Standard Course of Study and 21st century content, which includes global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; and health awareness.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Project-Based Learning (i.e. Virtual Museums) • Individual Development Assessments (Self-Guided Direction & Responsibility) 		

STANDARD 4: Teachers facilitate learning for their students.

A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students. Teachers know how students think and learn. Teachers understand the influences that affect individual student learning (development, culture, language proficiency, etc.) and differentiate their instruction accordingly. Teachers keep abreast of evolving research about student learning. They adapt resources to address the strengths and weaknesses of their students.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Individual Development Plan (IDP) • Individual Development Assessment (IDA) • 1's and 2's Instruction • AVID Techniques (Goal Setting, Learning Log, Confronting Procrastination, SMART Goals) 		

B. Teachers plan instruction appropriate for their students. Teachers collaborate with their colleagues and use a variety of data sources for short- and long-range planning based on the North Carolina Standard Course of Study. These plans reflect an understanding of how students learn. Teachers engage students in the learning process. They understand that instructional plans must be consistently monitored and modified to enhance learning. Teachers make the curriculum responsive to cultural differences and individual learning needs.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Survey Monkey Performance Self-Evaluations • Smart Response Clicker Concert Self-Evaluation • MPA Scoring Rubrics • Project-Based Learning (projects that involve collaboration with other music teachers) • AVID Techniques (Goal Setting, Learning Log, Confronting Procrastination, SMART Goals) 		

C. Teachers use a variety of instructional methods. Teachers choose the methods and techniques that are most effective in meeting the needs of their students as they strive to eliminate achievement gaps. Teachers employ a wide range of techniques including information and communication technology, learning styles, and differentiated instruction.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • SmartMusic (Rhythm & Sight-Reading Exercises) • Individual Development Plan (IDP) • Individual Development Assessment (IDA) • 1's and 2's Instruction • Announcement PowerPoint • AVID Techniques (Goal Setting, Learning Log, Confronting Procrastination, SMART Goals) 		

D. Teachers integrate and utilize technology in their instruction. Teachers know when and how to use technology to maximize student learning. Teachers help students use technology to learn content, think critically, solve problems, discern reliability, use information, communicate, innovate, and collaborate.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • SmartMusic • Smart Response Clickers (for Performance Self-Evaluations) 		

- SurveyMonkey.com (for Performance Self-Evaluations)
- Chromatia Tuner
- VersaTimer (Classroom Timer)
- Announcement PowerPoint for Stretches
- FunFactz.com
- Prezi.com
- RhythmMasters.org
- PollEverywhere.com
- MusicTheory.net
- iPod and iPad Applications
- Technology incorporated into Project-Based Learning
- National Geographic World Music (worldmusic.nationalgeographic.com/)
- NoteFlight.com – Free Music Composition Software

E. Teachers help students develop critical-thinking and problem-solving skills. Teachers encourage students to ask questions, think creatively, develop and test innovative ideas, synthesize knowledge, and draw conclusions. They help students exercise and communicate sound reasoning; understand connections; make complex choices; and frame, analyze, and solve problems.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Individual Development Plan (IDP) • Individual Development Assessment (IDA) • Peer and Self-Evaluation through 1's and 2's Instruction • Project-Based Learning (Science & Music) • AVID Techniques (Goal Setting, Learning Log, Confronting Procrastination, SMART Goals) 		

F. Teachers help students work in teams and develop leadership qualities. Teachers teach the importance of cooperation and collaboration. They organize learning teams in order to help students define roles, strengthen social ties, improve communication and collaborative skills, interact with people from different cultures and backgrounds, and develop leadership qualities.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Project-Based Learning • Chamber Ensembles Project (great way to get participation in Solo & Ensemble MPA) • Student-led Sectional Rehearsals • 1's and 2's Instruction 		

G. Teachers communicate effectively. Teachers communicate in ways that are clearly understood by their students. They are perceptive listeners and are able to communicate with students in a variety of ways even when language is a barrier. Teachers help students articulate thoughts and ideas clearly and effectively.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • AVID Techniques (Goal Setting, Learning Log, Confronting Procrastination, SMART Goals) • Announcement PowerPoint for Stretches • Blogs for particular music ensembles to discuss various topics (Blogspot.com) • Communication between peers through 1's and 2's instruction 		

H. Teachers use a variety of methods to assess what each student has learned. Teachers use multiple indicators, including formative and summative assessments, to evaluate student progress and growth as they strive to eliminate achievement gaps. Teachers provide opportunities, methods, feedback, and tools for students to assess themselves and each other. Teachers use 21st century assessment systems to inform instruction and demonstrate evidence of students' 21st century knowledge, skills, performance, and dispositions.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Individual Development Plan (IDP) • Individual Development Assessment (IDA) • 1's and 2's Instruction • Smart Response Clicker Assessments • Weekly SmartMusic Performance Assessments • Formative Assessments in Class (listening, giving feedback, etc.) 		

STANDARD 5: Teachers reflect on their practice.

A. Teachers analyze student learning. Teachers think systematically and critically about student learning in their classrooms and schools: why learning happens and what can be done to improve achievement. Teachers collect and analyze student performance data to improve school and classroom effectiveness. They adapt their practice based on research and data to best meet the needs of students.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Survey Monkey Performance Self-Evaluations • Smart Response Clicker Concert Self-Evaluation • MPA Scoring Rubrics • Poll Everywhere Data Collection • Concert Evaluation Rubric 		

B. Teachers link professional growth to their professional goals. Teachers participate in continued, high-quality professional development that reflects a global view of educational practices; includes 21st century skills and knowledge; aligns with the State Board of Education priorities; and meets the needs of students and their own professional growth.

BAND	CHORUS	ORCHESTRA
<ul style="list-style-type: none"> • Participation in Professional Learning Communities with music educators on a local and state level • Collaboration with music educators on a local and state level in improving instruction in the classroom by discussing various topics • Participation in professional organizations on a local, state, and national level (NCMEA, NAfME, ACDA, ASTA, NCBA, etc.) 		

PROJECT-BASED LEARNING

World Music Genre Project

The purpose of the World Music Genre Project is to allow students to gather a global perspective of music by becoming familiar with a genre of music associated with a particular country in the world. This project will also give students the opportunity to exploit their creativity by developing an interesting video presentation that highlights the research they found.

PROJECT GUIDELINES:

- Students will work in groups of 2 or 3 for this project.
- Students will randomly pick a genre of music for a particular country to research.
- As a part of the project/presentation, students should find out as much about their genre of music, including but not limited to:
 - **Definition** – What is the genre?
 - **Origin/History** – How did the genre of music begin? When was the genre created?
 - **Influence** – Is the genre influenced by something outside of music (i.e. culture, environment, people, etc.)? Is the genre influenced by other genres of music associated with their country or outside sources?
 - **Style** – What is the particular character of the genre? How would you describe the genre of music?
 - **Instruments** – What instruments are associated with the genre?
 - **Artists** – Are there any famous artists associated with the genre and its country?
 - **Impact** – How has the genre impacted its culture and that of the culture in other parts of the world?
- Students will produce a 3-5 minute video presentation that is creative and interesting using some type of video software or Microsoft PowerPoint to share and highlight their research.

World Music Museum

Get ready to design your own museum! Be creative! We will break into groups of 3-4 people. Then, choose a country that you would like to research music on: Only one group per country. (First come, first serve). Next you will need to start building your museum. Feel free to use a template. You can find them at <http://christykeeler.com/EducationalVirtualMuseums.html>. You may modify that template or be completely original and build your own!

Requirements	Grading Rubric
<ul style="list-style-type: none">• 4 Rooms• 10 Pictures with Links• 1 Bibliography Slide• 3 Music Clips from that Country	<ul style="list-style-type: none">• Rooms - 40 pts.• Pictures/Links - 30 pts.• Presentation of Information - 20 pts.• Creativity – 10 pts.

Dedicate one room to educate us about your country. Include information on religion, language, GDP, geographical location and anything else that is significant to your country. Use the other rooms to educate us on instruments, genres of music, and musicians that are native to that your country. Also, let us know where we can see influences from your country in America. Somewhere in your museum include at least 3 clips/samples of music from that country.

Resources:

www.worldmusic.org; www.rootsworld.com; <http://worldmusic.nationalgeographic.com/>;

Solo & Ensemble Chamber Music Project

PURPOSE: The purpose of this project is to help students to continue to improve their individual and ensemble musicianship through the preparation of a piece of music either as a soloist or ensemble. This project will also serve as an opportunity for students to develop 21st century skills such as self-discipline, cooperation, time management, communication, and leadership, in addition to many others.

IMPLEMENTATION: Students will prepare a piece of music, either individually or as a group, to perform for the class. In addition to performing for the class, students may also decide to perform for the NC Bandmasters Eastern District Solo & Ensemble MPA. If students decide to form an ensemble together, they should form groups of 2-5 people. Ensembles larger than 5 students will only work if there is a piece of music available to accommodate their group. Percussion may decide to play a Percussion Ensemble piece as an entire section, a partial section, or split into groups with other students. This will also be based on music that is available.

Although each soloist or ensemble will receive assistance from the directors, a large portion of this project will require individual and group effort. As you rehearse, make sure to focus on musical concepts that are regularly discussed in large ensemble rehearsals such as tone, balance, intonation, articulation, phrasing, dynamics, and shaping. Each soloist or ensemble should make every effort to create music that is of superior quality. It is also strongly recommended that you create a rehearsal schedule prior to rehearsing to insure that you cover everything associated with the music.

ENSEMBLE TYPES: The following is a list of the types of ensembles you can create, based on the music in our library. Groups should be picked based upon instrumentation.

- Duets (any combination of instruments)
- Trios (not available for all instruments)
- Quartets (any combination of instruments)
- Woodwind Quintet (flute, oboe, clarinet, bassoon or bass clarinet, French horn)
- Brass Quintet (combinations may vary: 2 Trumpets, French Horn, Trombone/Euphonium, Tuba)
- Percussion Ensemble

SAMPLE PROJECT TIMELINE:

March 21-23, 2011	Solo & Ensemble Group Formation – Begin Rehearsals
March 23-25, 2011	45-Minute Rehearsals (in class)
March 28-April 1, 2011	45-Minute Rehearsals (in class)
March 31, 2011	Solo & Ensemble MPA Registration Fee and Permission Slips Due
April 4-6, 2011	30-Minute Rehearsals (in class)
April 7-8, 2011	Solo & Ensemble Performances in Class

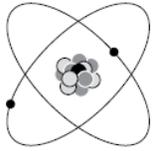
SOLO & ENSEMBLE CHAMBER ENSEMBLE REFLECTION: This is to be completed after the in-class performances. Using complete sentences and correct grammar, please discuss the following information below. Comments should be discussed in at least three quarters of a page.

3	Areas in which the Solo & Ensemble Chamber Music Project helped you improve as a musician.
2	Ways in which the Solo & Ensemble Chamber Music Project helped you develop non-musical skills that will benefit you in the 21 st -century workforce.
1	Positive comment AND constructive comment about the Solo & Ensemble Chamber Music Project.

“Your Favorite” Project

The purpose of this project is to find out more about YOU and your taste in music. You are to pick your favorite genre of music and your favorite artist within that genre. Research and answer the questions at the bottom of this sheet. Prepare a **5-minute** class presentation in the form of a PowerPoint or Prezi. You must include a picture of the artist along with a video clip OR an audio clip that is appropriate for the class.

- **What is your favorite genre?**
 - Define the genre? What is it?
 - Who are some artists that associate themselves with this genre?
- **Who is your favorite artist within this genre?**
 - How old is this artist? Where are they from?
 - How did this artist get started? How did this artist become interested in music? Were they involved in a music program in middle or high school? If not, were they involved in music in the community (i.e. church, community music group, etc.)
 - What or who were some of their musical or non-musical influences?
 - What other projects, if any, has this artist been a participant? Are there any projects outside of music that this artist has been a participant?
 - Why does their music appeal to you?
 - How has their music influenced your life?
 - Additional information you find interesting or relevant on the artist or genre.



Name _____

Science Fair Project Organizer

Topic (What subject will you study?) _____

Question (What do you want to find out?) _____

Hypothesis (What do you think will happen?) _____

Materials (What will you need for the experiment?)

_____	_____
_____	_____
_____	_____
_____	_____

Procedure (What steps will you follow to do the experiment?)

1. _____
2. _____
3. _____
4. _____
5. _____

Results (Include graphs or charts that record data or show what happened.)

Conclusion (Write a paragraph to explain your results and why you think the experiment turned out the way it did.)

“One’s and Two’s” Instruction

This is a great way to incorporate small group work, collaboration and formative assessment into your rehearsals.

1. Pair your students up into two groups. This can be easily done by having them count off by two.
2. Let them know what passage in the music you will be concentrating on and what techniques or concepts you want them to be listening for during this time.
3. You could even provide each student with a rubric. If you use a rubric for singing/playing tests that would be a great start. With rubrics, students are able to concentrate on specific concepts and therefore give more valuable feedback. Below is an example of what you may give to students:

CATEGORY	EVALUATION (out of 25 pts) or “+” vs. ”-“
NOTES AND RHYTHMS	
VOWELS	
PHRASING	
DYNAMICS	

COMMENTS: _____

Or

STRENGTHS: _____
WEAKNESSES: _____

4. Go over the passage as a full ensemble. The teacher may discuss what specific things to listen for such as the “T” on “Silent NighT” or “Proper articulation in measure 50.”
5. The next time you go through the passage only the “One’s” will sing/play. As the one’s sing, the two’s will fill in their rubric as they listen. After they are done singing, give the “two’s” time to fill in the rubric and/or discuss what they just heard.
6. Repeat the process with the “Twos” singing/playing and the “One’s” listening/critiquing.



WHITE OAK HIGH SCHOOL BAND

INDIVIDUAL DEVELOPMENT PLAN

~ WIND INSTRUMENTS ~



NAME: _____

ENSEMBLE: _____

Please rate and evaluate, to the best of your ability, your current level of musicianship in the following areas:

TECHNIQUE	RATING SCALE	COMMENTS
Posture	0 1 2 3 4 5 6 7 8 9 10	
Playing Position	0 1 2 3 4 5 6 7 8 9 10	
Scales/Rudiments	0 1 2 3 4 5 6 7 8 9 10	
Tonguing	0 1 2 3 4 5 6 7 8 9 10	
Flexibility	0 1 2 3 4 5 6 7 8 9 10	

TONE PRODUCTION	RATING SCALE	COMMENTS
Embouchure	0 1 2 3 4 5 6 7 8 9 10	
Breathing/Air Support	0 1 2 3 4 5 6 7 8 9 10	
Endurance	0 1 2 3 4 5 6 7 8 9 10	
Intonation Awareness	0 1 2 3 4 5 6 7 8 9 10	
Instrument/Accessories	0 1 2 3 4 5 6 7 8 9 10	

MUSICIANSHIP	RATING SCALE	COMMENTS
Sight-reading	0 1 2 3 4 5 6 7 8 9 10	
Phrasing	0 1 2 3 4 5 6 7 8 9 10	
Dynamics	0 1 2 3 4 5 6 7 8 9 10	
Articulation	0 1 2 3 4 5 6 7 8 9 10	
Music Effect	0 1 2 3 4 5 6 7 8 9 10	

STUDENT SIGNATURE: _____ DATE: _____

DIRECTOR SIGNATURE: _____ DATE: _____



WHITE OAK HIGH SCHOOL BAND

INDIVIDUAL DEVELOPMENT PLAN

~ PERCUSSION ~



NAME: _____

ENSEMBLE: _____

Please rate and evaluate, to the best of your ability, your current level of musicianship in the following areas:

TECHNIQUE	RATING SCALE	COMMENTS
Posture	0 1 2 3 4 5 6 7 8 9 10	
Playing/Hand Position	0 1 2 3 4 5 6 7 8 9 10	
Scales	0 1 2 3 4 5 6 7 8 9 10	
Rudiments	0 1 2 3 4 5 6 7 8 9 10	
Rhythm Identification	0 1 2 3 4 5 6 7 8 9 10	

VERSATILITY	RATING SCALE	COMMENTS
Snare Drum	0 1 2 3 4 5 6 7 8 9 10	
Auxiliary Drums (Bass, Toms, Congas...)	0 1 2 3 4 5 6 7 8 9 10	
Mallet Instruments	0 1 2 3 4 5 6 7 8 9 10	
Timpani & Intonation	0 1 2 3 4 5 6 7 8 9 10	
Accessory Instruments	0 1 2 3 4 5 6 7 8 9 10	

MUSICIANSHIP	RATING SCALE	COMMENTS
Sight-reading	0 1 2 3 4 5 6 7 8 9 10	
Phrasing	0 1 2 3 4 5 6 7 8 9 10	
Dynamics	0 1 2 3 4 5 6 7 8 9 10	
Articulation	0 1 2 3 4 5 6 7 8 9 10	
Music Effect	0 1 2 3 4 5 6 7 8 9 10	

STUDENT SIGNATURE: _____ DATE: _____

DIRECTOR SIGNATURE: _____ DATE: _____

CONCERT SELF-EVALUATION RUBRIC/IDA SELF-EVALUATION RUBRIC

SELF ASSESSMENT OF INDIVIDUAL PERFORMANCE RUBRIC	SCORE	SCORE	SCORE
TONE QUALITY 4 - Tone quality is clear and controlled at all times 3 - Tone quality is clear and controlled most of the time 2 - Lack of clarity in tone quality and control incorrect some of the time 1 - Lack of clarity in tone quality and control is not maintained properly, tone is scratchy, airy, not supported			
RHYTHM 4 - Beat is secure, rhythms accurate 3 - Beat is secure, rhythms mostly accurate 2 - Beat erratic, frequent or repeated duration errors detract from overall performance 1 - Erratic beat and rhythms detract significantly from performance			
INTONATION 4 - Virtually no errors, pitch is very accurate 3 - Occasional isolated error; most of the time pitch is accurate and secure 2 - Very few accurate or secure pitches 1 - Pitch is inconsistent throughout piece			
TECHNIQUE & FUNDAMENTALS 4 - Demonstrates excellent articulation, facility, and right notes 3 - Demonstrates average articulation, facility and right notes 2 - Demonstrates trouble performing skills but shows some ability and willingness to learn 1 - Demonstrates trouble performing skills and shows little ability			
INTERPRETATION 4 - Performance shows excellent sense of expression, dynamics, phrasing, and musicality 3 - Performance shows some sense of expression, dynamics, phrasing, and musicality 2 - Performance shows minimal sense of expression, dynamics, and phrasing 1 - Unaware of expression, dynamics, phrasing, and no demonstration of style or expressive nuance			
REHEARSAL PREPARATION 4 - I was focused in rehearsals and improved daily 3 - I was sometimes focused in rehearsals and improved daily 2 - I was rarely focused in rehearsals and improved daily 1 - I never was focused in rehearsals and improved daily			
INDIVIDUAL PRACTICE PREPARATION 4 - I take home my instrument daily 3 - I take home my instrument several times a week 2 - I take home my instrument before check offs/pass offs 1 - I never take home my instrument			
TOTAL SCORE			

INDIVIDUAL DEVELOPMENT ASSESSMENT (IDA) GRADING FORM

Name: _____ Ensemble: _____ Date: _____			
BOOK NAME:	<u>GRADING</u>	POINTS POSSIBLE	POINTS EARNED
EXERCISE SELECTED:	IDP FOCUS	48	
REASON FOR SELECTION: (How does this relate to your Individual Development Plan?)	TONE	16	
	RHYTHM	12	
	TECHNIQUE	12	
	INTERPRETATION	12	
			IDA GRADE
TEACHER'S COMMENTS:			

Would you like to receive one of these documents in electronic format for you to edit and use with your music program?

Do you have a few more questions about one of the techniques we discussed in our presentation?

Feel free to contact us by email:

Perry Ditch - Band

Perry.Ditch@onslow.k12.nc.us

Jason Morton - Band

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