

Avon Lake Instrumental Music
Student Self Evaluation

A. Practice:

1. ____ **An exceptional amount** (I consistently practice my part so that I arrive at class prepared and I have questions from my practice about how to play my part better.)
2. ____ **Fair bit** (I often practice my part and I am most often prepared but I rarely have any questions about my part from my practice.)
3. ____ **Now and then** (I occasionally practice my part and although I feel prepared I often arrive at class not knowing my part and I don't ask questions about my practice to make my playing any better.)
4. ____ **Inconsistently** (I do practice; however, it is not consistent and I do not usually know my part and rely on the other members of my section to help me out. I don't ask questions about my practice as my effort is minimal.)
5. ____ **Only for playing assignments** (I bring my instrument home just before a playing assignment so I can get the best grade possible, but I do not practice otherwise. If I ask a question, which is rare, it is only during class time.)
6. ____ **Rarely** (I try to get as much done as I can in class time, but I rarely spend any time on my part outside of class time.)

B. Attention to Conductor:

1. ____ **Consistent** (During class time I am consistently focused on the director and I always use my pencil to mark my part where appropriate as guided by the director throughout the rehearsal. I do not talk unnecessarily to the people around me and I am always acting in a positive manner as a contributing member of the ensemble.)
2. ____ **Fair bit** (During class time I am most often focused on the director and I often use my pencil to mark my part where appropriate as guided by the director; however, I do talk occasionally to the people around me, but I am often acting in a positive manner as a contributing member of the ensemble.)
3. ____ **Occasionally** (During class time I am occasionally focused on the director and I use my pencil [when I have it] to mark my part where appropriate as guided by the director throughout the rehearsal. I occasionally talk unnecessarily to the people around me and I have been reminded by the director to focus on the music and to act in a positive manner as a contributing member of the ensemble.)
4. ____ **Inconsistently** (During class time I am not often focused on the director and I use my pencil [when I have it] to mark my part when I am personally reminded by the director. People in my section often mark their parts more than I do. I talk unnecessarily to the people around me and I have often been reminded by the director to focus on the music and to act in a positive manner as a contributing member of the ensemble.)
5. ____ **Hardly ever** (During class time I am not often focused on the director and I rarely have a pencil to mark my part. I am frequently reminded by the director to stay focused and to pay attention to what is going on during the class. People in my section always mark their parts more than I do. I talk unnecessarily to the people around me and I am frequently reminded by the director to focus on the music and to act in a positive manner as a contributing member of the ensemble.)
6. ____ **Rarely** (During class time I infrequently focus on the director and I seldom have a pencil to mark my part. I am always personally reminded by the director to stay focused and to pay attention to what is going on during the class. People in my section always mark their parts more than I do. I talk unnecessarily to the people around me and I am always reminded by the director to focus on the music and to act in a positive manner as a contributing member of the ensemble. I may have been asked to leave the room, or been close to it, because of my distracting behavior.)

C. General Playing:

1. ____ **Lots** (Not only do I strive to play my instrument to the best of my ability, I set goals for my playing and I consistently do everything that I can to achieve these goals and to keep my playing at its best. I always consider my playing to be a positive and pleasant contribution to the sound of our band.)
2. ____ **Fair bit** (I most often strive to play my instrument to the best of my ability, I set goals for my playing and I often do what I can to achieve these goals and to keep my playing at its best. I often consider my playing to be a positive and pleasant contribution to the sound of our band.)
3. ____ **Occasionally** (I occasionally strive to play my instrument to the best of my ability, I occasionally set goals for my playing and I do what I can to achieve these goals and to keep my playing at its best. I occasionally consider my playing to be a positive and pleasant contribution to the sound of our band.)
4. ____ **Inconsistently** (I am inconsistent in the playing of my instrument to the best of my ability. I do not set goals for my playing. My inconsistent playing is not always a positive and pleasant contribution to the sound of our band.)
5. ____ **Hardly ever** (I play my instrument as well as I can without much effort. I do not set goals for my playing. My playing is hardly ever a positive and pleasant contribution to the sound of our band.)
6. ____ **Rarely** (I rarely play my instrument to the best of my ability. I do not set goals for my playing. My playing is rarely a positive and pleasant contribution to the sound of our band.)

D. Active Listening:

1. ____ **An Exceptional Amount** (I am always focused on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics to ensure that my performance is consistent within my section and with the ensemble. When I notice any discrepancies with my playing, I make note of it with my pencil and ask questions during class or seek out advice on my own time. In addition, when I have rests in my music I am following along and count with my section, to ensure that I know where I am at all times and when to come back in.)
2. ____ **Fair Bit** (I am most often focused on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics to ensure that my performance is often together with my section and with the ensemble. If I notice any discrepancies with my playing, I often make note of it with my pencil and ask questions sometimes during class or sometimes seek out advice on my own time. In addition, when I have rests in my music I am often following along and count with my section, to ensure that I know where I am most of the time and when to come back in.)
3. ____ **Occasionally** (I occasionally focus on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics to ensure that my performance is occasionally together with my section and with the ensemble. If I notice any discrepancies with my playing, I occasionally make note of it with my pencil (when I have it) and ask questions occasionally during class or occasionally seek out advice on my own time. In addition, when I have rests in my music I occasionally follow along and count with my section, to ensure that I know where I am some of the time and when to come back in.)
4. ____ **Inconsistently** (I inconsistently focus on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics. My performance is inconsistently together with my section and with the ensemble. If I notice any discrepancies with my playing, I rarely make note of it with my pencil (when I have it). I rarely ask questions during class, but occasionally seek out advice on my own time. In addition, when I have rests in my music I inconsistently follow along and rarely count with my section.)
5. ____ **Hardly ever** (I hardly ever focus on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics. My performance is

hardly ever together with my section and with the ensemble. If I notice any discrepancies with my playing, I hardly ever make note of it with my pencil (when I have it). I hardly ever ask questions during class, and rarely seek out advice on my own time. In addition, when I have rests in my music I hardly ever follow along and rely on my section to get me back in to the music.)

6. _____ **Rarely** (I rarely focus on how I am playing my part compared to the section with regards to: articulation, intonation, tempo, rhythm and dynamics. My performance is not together with my section and with the ensemble. I always notice discrepancies with my playing, but I don't make note of it with my pencil, because I am not prepared. I never ask questions during class, and rarely seek out advice on my own time. In addition, when I have rests in my music I rarely follow along and rely on my section to get me back in to the music.)

E. Contribution to Ensemble:

1. _____ **An exceptional amount** (I consistently do everything in my power to be as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble – before, during and after class. I always bring the required materials to class (pencil, music, instrument, reeds, oil, mutes, etc.). I always make the best sounds I can on my instrument and approach class-time with a positive outlook.)
2. _____ **Excellent** (Most often I do everything in my power to be as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble– before, during and after class. Most often I bring the required material to class (see above). Most often I make the best sounds I can on my instrument and approach class-time with a positive outlook.)
3. _____ **Pretty Good** (I occasionally do everything in my power to be as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble– before, during and after class. Occasionally I bring the required material to class (see above). Occasionally I make the best sounds I can on my instrument and approach class-time with a pretty good outlook.)
4. _____ **Adequate** (I most often do everything in my power to be as prepared as I can to contribute to the success of our rehearsals and the performance of our ensemble–before, during and after class. Most often I bring the required material to class (see above). I frequently make the best sounds I can on my instrument and approach class-time with a satisfactory outlook.)
5. _____ **The Bare Minimum** (I hardly ever do everything in my power to be prepared to contribute to the success of our rehearsals and the performance of our ensemble–before, during and after class. I hardly ever bring the required material to class (see above). I hardly ever make the best sounds I can on my instrument and approach class-time with an indifferent outlook.)
6. _____ **Dismal** (I rarely do everything in my power to be prepared to contribute to the success of our rehearsals and the performance of our ensemble– before, during and after class. I rarely bring the required material to class (see above). I rarely make the best sounds I can on my instrument and approach class-time with a negative outlook.)

F. Where I think I'm at (Give yourself a grade):

If you have consistently scored yourself number 1 - your grade should be in the 95-100 range.
If you have consistently scored yourself number 2 - your grade should be in the 85-95 range.
If you have consistently scored yourself number 3 - your grade should be in the 75-85 range.
If you have consistently scored yourself number 4 - your grade should be in the 65-75 range.
If you have consistently scored yourself number 5 - your grade should be in the 55-65 range.
If you have consistently scored yourself number 6 - your grade should be below 55.

I give myself a grade of: _____ / 100

Your Band Period: _____ 9th, 10th, 11th, or 12th Grade?: _____