

NESSACUS MUSIC EDUCATION

GRADING IN INSTRUMENTAL MUSIC

A significant effort has been made by the teaching staff and the administration of Central Berkshire to recognize music as a CORE SUBJECT. In fact, music has been recognized as such since the passing of the Education Reform Act of 1993. The Instrumental Music Schedule reflects this by the inclusion of BAND within the “Academic Day”. An effort is made in the music program to nurture student growth in areas peripheral but related to the experience of making music and to be sensitive to the unique developmental realities of middle school age students:

- **Self Discipline** (talks when appropriate; pays attention; responds and contributes)
- **Responsibility for Self** (is prepared and organized; keeps to self)
- **Responsibility to Others** (extension of responsibility of self—is mindful of others)
- **The relationship of Effort to Achievement** (continuous improvement is evident)
- **Contribution beyond Self** (growing recognition of needs of the “band”)
- **Musical and Aesthetic Development** (growing demonstration of sensitive playing)

Generally, the following grading policies are employed:

PERFORMANCE ASSESSMENT 30 points

These are the ‘playing tests’ that are recorded using SMARTMUSIC. Improvement is the most important aspect here. The *Instrumental Music Assessment Form* is used with a rubric for TONE, INTONATION (in tune), MELODIC ACCURACY (correct notes), RHYTHMIC ACCURACY (correct rhythm) and ARTICULATION/INTERPRETATION (expressive elements).

PRACTICE 30 points

30	Completes Practice Plans. Sometimes exceeds expectation. Outstanding effort.
25	Evidence of regular practice. Significant effort. Completes most practice plans.
20	Effort made but missing practice plans. Improvement evident.
15	Many gaps in practice. About half days practiced. A few Practice Plans.
10	Does not practice regularly. No Plans handed in.

ATTENDANCE AND PARTICIPATION 40 points

40	Attends all lessons/band rehearsals. Participates voluntarily. Shows significant improvement. Demonstrates self control, discipline and responsibility always.
35	Attends all lessons/band rehearsals. Participates when prompted. Shows modest improvement. Demonstrates self control, discipline and responsibility always most of the time.
30	Attends most rehearsals/lessons. Shows some improvement. Self control, discipline and responsibility inconsistent.
25	Several missed lessons or band rehearsals. Sometimes talkative or disruptive. Not much evidence of improvement.
20	Poor attendance and/or disruptive in band/lessons and/or frequently unfocused and/or no improvement shown.

The report card allows for two comments each quarter. The term “industry**” refers to student's effort with regard to practice and performance (do they practice?, instrument left at school?, etc..). The term “**attitude**” refers to the student's overall disposition (cooperative, attentive, etc..).