

Final Grading Policy

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Grading Policy for Middle School Band

Assessment Categories and Weights:

Students will receive a percentage grade for each category and an overall percentage grade for the class. Grades will be determined by the total number of points earned divided by the total number of points possible.

- **Performance (40%):** This includes playing tests, concerts, and other performance-based assessments. The purpose of this category is to evaluate students' technical and musical abilities, as well as their preparedness and ability to perform in a group setting.
 - **Missed Concerts:** In the event that a student is unable to attend a scheduled concert, it is the student's responsibility to communicate with the teacher. Students can make-up the points missed by choosing and completing a prompt listed below. For prompts 1-3, students should write 1-2 pages, double spaced, with grammatically correct complete sentences. For prompt 4, students must show the composition to the teacher (printed sheet music, or digitally) and even has the option to share their creation to the class.
 1. **Listen and Reflect:** Listen to a recording or video of the missed concert. Write about your listening experience, impressions of the music, as well as constructive feedback for the ensemble.
 2. **Music analysis:** Choose a piece that was performed at the missed concert. Analyze the music and notate items such as structure, rhythm, harmony, and orchestration.
 3. **Historical Research:** Choose a piece that was performed at the missed concert. Research specific aspects of the piece, such as the biography of the composer, or the historical context of the piece.
 4. **Composition:** Students can compose their own piece of music in a similar style to one of the pieces performed at the missed concert.

- **Practice and Preparation (30%):** This includes weekly practice logs, the quality of preparation for rehearsals and lessons and coming prepared to each class. The purpose of this category is to encourage students to take responsibility for their own learning and to develop good practice habits that will serve them well in the future.
 - **Practice Logs:** Each week, students will set practice goals they would like to achieve by the end of the week. One goal will be determined as a class, while the other goal(s) will be chosen by the student. Once the goal(s) is met, students can record themselves playing, or schedule a meeting with the teacher for an individual performance. After achieving the goal(s), students will write a brief reflection on the steps they took to achieve that goal. Weekly practice logs will be collected on Monday, in return a new practice log will be given for that week.
 - **Coming Prepared:** Students must be prepared to each class. This includes bringing sheet music, instruments, reeds, mouthpieces, mallets, drumsticks etc.

- **Written Work (20%):** This includes quizzes, written assignments, and activities. The purpose of this category is to evaluate students' understanding of music theory, history, and other relevant information that will help students become more well-rounded and successful musicians.
 - **Late Assignments:** Students are expected to submit written assignments and activities on time, but late submissions will be handled on an individual basis in consultation with the teacher. If a student needs extra time to complete their work, they should reach out to the teacher to discuss the situation. All work must be submitted by the end of the semester in order to receive full credit for the section.

- **Participation (10%):** This includes participation in class and rehearsals. The purpose of this category is to encourage students to be active, engaged learners and to create a positive and productive learning environment.
 - At the end of the semester, students will complete a self-reflection on their participation throughout the semester. This will give students the opportunity to evaluate their own engagements and participation, and to identify areas for improvement. Students will then meet with the teacher to discuss their reflection and will be graded out of 10 based on the participation rubric provided. This self-reflection and meeting will allow students to take ownership of their learning and to reflect critically on their participation in the class.

1-2	3-4	5-6	7-8	9-10
-Consistently demonstrates very poor/no participation and engagement in class. -Refuses to contribute to class discussions and group activities. -Never completes practice logs and written assignments. -Never comes prepared to class -Does not meet any expectations.	-Consistently demonstrates inadequate/poor participation and engagement in class. -Does not contribute to class discussions and group activities. -Rarely completes practice logs and written assignments. -Rarely comes prepared to class. -Does not meet full expectations.	-Consistently demonstrates minimal/limited participation and engagement in class. - Occasionally contributes to class discussions and group activities. -Irregularly completes practice logs and written assignments. -Sometimes come prepared to class. -Meets some expectations.	-Consistently demonstrates satisfactory/good participation and engagement in class. -Attempts to actively contribute to class discussions and group activities. -Almost regularly completes practice logs and written assignments. -Comes mostly prepared to class. -Consistently meeting expectations.	-Consistently demonstrates high/exceptional participation and engagement in class. -Actively contributes to class discussions and group activities. -Regularly completes practice logs and written assignments. -Always come prepared to class. -Consistently meeting or exceeding expectations.

Feedback and Communication:

- **Feedback:** Students will receive regular feedback on their progress throughout the semester. This feedback will include comments on their performance, suggestions for improvement, and encouragement for their accomplishments.
- **Communication:** We believe that open communication is essential for student success. Parents and students are encouraged to contact the teacher with any questions or concerns. The teacher will respond within 24 hours.
- **Extra Help:** Extra help will be provided before or after school or during lunchtime. Students who need extra help should speak or email the teacher to schedule a time.

Philosophy and Vision for Music Education:

Our band program is built on the belief that every student has the potential to make music and should have access to quality music education. Our objective is to create a safe and inclusive environment where students can enhance their musical abilities, express themselves through music and cultivate a lifelong passion for it. We believe that music education should be both challenging and enjoyable, promoting creativity, critical thinking, and collaboration. In the classroom, students will be encouraged to take an active role in their own learning and development through a combination of instruction, guidance, and learning opportunities for self-directed exploration. A variety of teaching methods and resources will be employed to cater to diverse learning styles and make the learning process interactive and engaging. As a music teacher, my goal is to provide a positive and enriching musical experience that will foster a lifelong love and appreciation for music while also emphasizing the importance of hard work, perseverance, teamwork, self-discipline, practice, and continuous improvement for all students, regardless of their background or experience level.