

<p><u>Level 4 (5 pts)</u> (Leader: Is the top level student for the band program and is leading the performance ensemble to the next level)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Practices on a regular schedule.</u> <input type="checkbox"/> Student is always on time, helpful, and listens to directions. <input type="checkbox"/> Sets a solid example for everyone around them and is willing to help struggling peers. <input type="checkbox"/> Participates in district and state band auditions. <input type="checkbox"/> Participates actively in solo/ensemble contest. <input type="checkbox"/> Helps load and unload equipment, set up chairs and stands, asks what can be done to help. <input type="checkbox"/> Participates in additional performance ensembles outside the main band setting. <input type="checkbox"/> Takes private lessons. <input type="checkbox"/> Completes tasks on time and without having to be reminded. <input type="checkbox"/> Plays on a step-up instrument and/or mouthpiece. 	50	<p style="text-align: center;"><u>Instructions</u></p> <p><u>Underlined criteria must be present in order to meet a particular level.</u></p> <ol style="list-style-type: none"> 1. Evaluate your current level in the band program 2. Check the appropriate boxes at each level. Take note, to not “*double dip”. 3. For each check, multiply that by the appropriate number. 4. Add up your total and post your result in the number column to the left. 5. Analyze where you wish to be by the beginning of next year. 6. Set goals on how to bring your overall number up. 7. What are you going to do to celebrate once you have reached your new level? <p>*There are some criteria that can be flexible based on time in your schedule vs. desire to participate. See me if you have questions.</p>
<p><u>Level 3 (4 pts)</u> (Contributing Member: Makes a noticeable and positive contribution to the overall musical product and program as a whole).</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Practices on a regular schedule.</u> <input type="checkbox"/> Student is always on time, helpful, and listens to directions. <input type="checkbox"/> Sets a solid example for everyone around them and is willing to help struggling peers. <input type="checkbox"/> Participates actively in solo/ensemble contest. <input type="checkbox"/> Helps load and unload equipment, set up chairs and stands, asks what can be done to help. <input type="checkbox"/> Participates in additional performance ensembles outside the main band setting. <input type="checkbox"/> Completes tasks on time and without having to be reminded <input type="checkbox"/> Plays on a step-up instrument and/or mouthpiece 	45	
<p><u>Level 2 (2 pts)</u> (Participating Member: Enrolled in class and works enough to not take away from the overall product)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Practices at home but not on a regular schedule</u> <input type="checkbox"/> Student is always on time <input type="checkbox"/> Always listens to directions <input type="checkbox"/> Owns a metronome, mutes, etc as needed by the literature. <input type="checkbox"/> Needs to be reminded to complete tasks once and completes those tasks late. <input type="checkbox"/> Still plays on a student instrument and mouthpiece, but keeps it well maintained with ample reeds, oil, working slides, etc. 	40	
<p><u>Level 1 (0 pts)</u> (Enrolled Member: Simply enrolled in class and does the bare minimum of work)</p> <ul style="list-style-type: none"> <input type="checkbox"/> <u>Doesn't take the instrument home to practice</u> <input type="checkbox"/> Student occasionally shows up late <input type="checkbox"/> Doesn't own a metronome <input type="checkbox"/> Doesn't do solos, ensembles, or district band auditions. <input type="checkbox"/> Needs to be reminded to complete tasks numerous times and completes those tasks late <input type="checkbox"/> Plays on their student-level instrument and mouthpiece, isn't maintained in excellent condition (slides stuck, keys leak, etc) 	35	
	30	
	25	
	20	
	15	
	10	
	5	
	0	

*Double Dip = Giving yourself points for the same criteria in two different boxes.

**Nixa High School Bands
Individual Growth Plan for Improvement**

Name:

Grade:

Instrument:

Date:

Improvement plan is based on your self-assessment and your choice of topic for individual growth.

Objective(s):

Procedures for Achieving Objectives:

Assessment Method and Timelines:

Relative Comments: