

# Student - Year End Evaluation

This is not a 'checklist' but a 'percentage list.' Fill in the line to the left of the objective with the percentage of students that are able to meet that goal consistently (95% of the time or more). For example, if 10 out of 20 students in one class can count syncopated rhythms independently 95% of the time, you would write 50% in that blank. If all 20 students can do it 95% of the time, you'd write 100.

This list is meant to be filled out for each class. It is structured for beginning band but can be adjusted for advanced bands. The more you can break it down by section, the more specific feedback you will have. There are some places where you can add instrument specific objectives. You can also add your own notes on the sides/bottoms of pages.

This is meant to be saved and referred to when setting goals for future years and gauging progress in future years. By reflecting on the year in May, you can set goals for the next year while priorities, strengths and weaknesses are fresh on your mind. If you fill out evaluations yearly (and save them), you can reap great benefits for improved teaching and growth in the quality and success of your program.

## **Class Routine**

- \_\_\_ class starts quickly and quietly
- \_\_\_ students know the routine for class and can replicate it at home for practice

## **Posture**

- \_\_\_ feet flat, back straight, sitting tall on front 4 inches of chair
- \_\_\_ instruments are held in correct playing position
- \_\_\_ hand position is correct when playing
  - \_\_\_ right hand
  - \_\_\_ left hand

## **Participation/Behavior**

- \_\_\_ students are actively engaged from 'bell to bell' (entire class period)
- \_\_\_ students have instruments to their face, ready to play at correct times
- \_\_\_ students refrain from talking unless appropriate
- \_\_\_ students have positive attitude about band class

**Notes -** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Tone**

\_\_\_ students play with correct embouchure (fill in specific attributes)

- \_\_\_
- \_\_\_
- \_\_\_
- \_\_\_

\_\_\_ students play with characteristic sound

- \_\_\_ on whole note
- \_\_\_ on moving notes
- \_\_\_ when tonguing
- \_\_\_ in all ranges

\_\_\_ students play with excellent breath support

\_\_\_ students play in tune (as developmentally appropriate)

**Rhythm**

\_\_\_ foot tap is big/strong and constant

- \_\_\_ simple foot tap (down/up)
- \_\_\_ compound foot tap (down/press/up)

\_\_\_ students have aural and mental pulse

- \_\_\_ can pulse the 8th note or 16th note as appropriate
- \_\_\_ can subdivide beat while playing accurate rhythms independently

\_\_\_ students are able to clap rhythms while foot keeps the beat

\_\_\_ confident voice

\_\_\_ complete individual participation when group counts

Rhythmic patterns students can count/clap/foot tap individually:

- |                       |                          |                            |
|-----------------------|--------------------------|----------------------------|
| ___ quarter notes     | ___ eighth notes         | ___ sixteenth notes        |
| ___ half/whole notes  | ___ dotted quarter notes | ___ 6/8 dttd 8th/8th notes |
| ___ dotted half notes | ___ syncopation          | ___ 6/8 sixteenth notes    |

**Music Theory**

\_\_\_ note names (immediate recall within practical playing range)

\_\_\_ musical symbols - clef, bar line, repeat sign etc.

\_\_\_ understanding of key signature

\_\_\_ apply key signature consistently

\_\_\_ enharmonics (sharps/flats and how they relate)

\_\_\_ parts of instrument, instrument care, reed care

**Notes** - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Technique

List supplemental exercises here (ex. brass lip slurs, clarinet register studies)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ how far did you get in the book (write line # in blank)

One octave scales (Tempo = \_\_\_\_)

____ Concert Bb	____ Concert F	____ Chromatic
____ Concert Eb	____ Concert C	
____ Concert Ab	____ Concert G	
____ Concert Db	____ Others - _____	

Two octave scales (Tempo = \_\_\_\_)

____ Concert Bb	____ Concert F	____ Chromatic
____ Concert Eb	____ Concert C	____ 3 oct Chromatic
____ Concert Ab	____ Concert G	____ Full Chromatic
____ Concert Db	____ Others - _____	

Overall range

100% of students can play this range easily - ( \_\_\_\_ low to \_\_\_\_ high)

80% of students can play this range easily- ( \_\_\_\_ low to \_\_\_\_ high)

50% of students can play this range easily- ( \_\_\_\_ low to \_\_\_\_ high)

\_\_\_\_ students use correct alternate/chromatic fingers when needed

## Articulation

\_\_\_\_ students look correct when tonguing (no movement)

\_\_\_\_ students tonguing sounds correct

\_\_\_\_ students consistently tongue/slur correctly on prepared music

\_\_\_\_ students consistently tongue/slur correctly when sightreading

100% of students can tongue 8th notes at this tempo easily m= \_\_\_\_

80% of students can tongue 8th notes at this tempo easily m= \_\_\_\_

50% of students can tongue 8th notes at this tempo easily m= \_\_\_\_

\_\_\_\_ students tongue legato while maintaining a good tone

\_\_\_\_ students can tongue staccato while maintaining a good tone

Notes - \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Discipline**

- \_\_\_ students meet deadlines on paperwork assignment (return forms etc.)
- \_\_\_ students meet deadlines on playing assignments
- \_\_\_ students meet expectations on home practice
- \_\_\_ students attend section rehearsals/other rehearsals/individual appointments
- \_\_\_ students attend concerts/performances

**Practice Techniques**

- \_\_\_ students use metronome, tuner and/or other tools as appropriate
- \_\_\_ students count/clap and name/finger before playing new lines
- \_\_\_ students practice in small sections (1-2 measures)
- \_\_\_ students practice what they don't know, not what they do know
- \_\_\_ students perform for others (in class/at home)

**Notes** - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Strengths** - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Weaknesses** - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Priorities for next year** - \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Program - Year End Evaluation

## **Retention**

\_\_\_ students that were enrolled at the beginning of the year are enrolled now

\_\_\_ students that are enrolled now have selected band for next year

Goals for retention next year: \_\_\_\_\_

\_\_\_\_\_

## **Private Lessons**

\_\_\_ students enrolled in private lessons at the beginning of the year

\_\_\_ students enrolled in private lessons now

Goals for private lessons next year: \_\_\_\_\_

\_\_\_\_\_

## **Students with step-up/high quality instruments**

\_\_\_ students who currently have an acceptable quality instrument

\_\_\_ students who currently have acceptable quality reeds/mouthpieces/supplies

\_\_\_ students who have above average (advanced/professional) instrument

Goals for improved instrument quality next year: \_\_\_\_\_

\_\_\_\_\_

## **Administrative Support**

\_\_\_ director has shared positive news with administration through the year

\_\_\_ director has privately thanked administration

\_\_\_ principal/assistant principal

\_\_\_ fine arts administrator/superintendent

\_\_\_ director has publicly thanked administration

\_\_\_ director has positively communicated need with administration

\_\_\_ director has followed school protocols and supported school-wide goals

\_\_\_ director collaborated with administration about:

\_\_\_ calendar/scheduling

\_\_\_ finances/staffing/supplies

\_\_\_ parent and student problems as they arise

Goals for administrative partnership next year: \_\_\_\_\_

\_\_\_\_\_

**Parental Support**

- \_\_\_\_\_ parents provide needed band supplies for students
- \_\_\_\_\_ parents support students practice time
- \_\_\_\_\_ director has educated parents about the need for practice and practice routine
- \_\_\_\_\_ parents attend concerts
- \_\_\_\_\_ approximate number of parents that have entered your band hall this year
- \_\_\_\_\_ approximate number of parents that attend booster meetings
- \_\_\_\_\_ approximate number of parents that:
  - \_\_\_\_\_ chaperoned a band event/trip
  - \_\_\_\_\_ assisted in the band hall with paperwork type activities
- \_\_\_\_\_ number of emails you sent inviting parents to volunteer (not attend concerts)
- \_\_\_\_\_ number of individual, personal thank you letters/emails sent to volunteers
- \_\_\_\_\_ director has publicly thanked volunteers as a group

Goals for parental partnership next year:

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**Teacher (Campus) Support**

- \_\_\_\_\_ approximate number of teachers who have attended a concert this year
- \_\_\_\_\_ number of times you have attended another teacher's event (sports, art show)
- \_\_\_\_\_ number of personal thank you notes/emails you have sent to another teacher
- \_\_\_\_\_ director has sent thank you notes to elementary school teachers

Goals for campus partnership next year:

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**Community Support**

- \_\_\_\_\_ director has made community aware of band successes
  - \_\_\_\_\_ newspaper articles
  - \_\_\_\_\_ district/school website
  - \_\_\_\_\_ school sign/marque
  - \_\_\_\_\_ performance in community (parade, elementary schools)

Goals for community partnership next year:

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