

Topic: Classroom Procedures and Management (Behavior Scale)	
Included Standards: Non Cognitive Scale	
Grade: 6-8 Beginning Band	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Develop a weekly strategy to keep your instrument in proper playing condition
Score 3.0	The student will understand appropriate band etiquette. Performs complex skills: <ul style="list-style-type: none"> <input type="checkbox"/> apply classroom rules and procedures to performances The student exhibits no major errors or omissions regarding the score 3.0 content.
Score 2.0	The student: Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <input type="checkbox"/> section, warm up procedure, entrance/exit routines, case, locker, music stand, podium, oils and lubricants, mouthpieces, reeds, sticks and mallets Performs basic skills: <ul style="list-style-type: none"> <input type="checkbox"/> enters and exits the band room quietly and respectfully <input type="checkbox"/> understands the non-verbal cues/signals <input type="checkbox"/> assembles instrument according to established director routine No major errors or omissions regarding the score 2.0 content.
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Note Values	
Included Standards: MU.A.2.1.1-2.2.4	
Grade: Grades 6-8 Beginning Band	
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will adapt skills from level two and three to perform simple melodies
Score 3.0	<p>The student will be able to distinguish between whole, half, and quarter notes and the corresponding rests</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> evaluate their ability to count, clap, and play the basic notes and rests from the terminology list <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Whole Note, Half Note, Quarter Note, Whole Rest, Half Rest, Quarter Rest <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recognizes notes from the terminology list <input type="checkbox"/> counts note and rest values from the terminology list <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Beat/Pulse	
Included Standards: MU.A.2.1.1-2.2.4	
Grade: Grades 6-8 Beginning Band	
Score 4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Students demonstrate steady pulse while performing a piece of music.
Score 3.0	<p>The student will be able to demonstrate a steady beat.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate steady pulse using a rhythm exercise <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> beat, pulse, tempo, rushing, dragging <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> pat, tap or clap to a metronome beat from metronome range 80-120 <input type="checkbox"/> recognize when beat is “not in tempo” <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic:	Physical Considerations
Included Standards:	MU.A.2.1.1-2.2.4
Grade:	6-8 Beginning Band
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.
Score 3.0	<p>The student will be able to demonstrate proper posture and hand position technique.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper posture during performance <input type="checkbox"/> demonstrate mouth and hand position during performance <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> embouchure, feet placement <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate mouth and hand position <input type="checkbox"/> demonstrate proper posture <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Tone Production	
Included Standards: MU.A.2.1.1-2.2.4	
Grade: 6-8 Beginning Band	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Student develops a personal strategy to perform with a characteristic, in tune sound
Score 3.0	The student will be able to differentiate between good and bad tone production in their own playing. Performs complex skills: <ul style="list-style-type: none"> <input type="checkbox"/> compare and contrast between good and bad tone The student exhibits no major errors or omissions regarding the score 3.0 content.
Score 2.0	The student: Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <input type="checkbox"/> air speed, mouth position, tongue position, hand position, mallets, ugly sound, beautiful sound, tone Performs basic skills: <ul style="list-style-type: none"> <input type="checkbox"/> use appropriate air speed to produce a characteristic in tune sound <input type="checkbox"/> demonstrate the instrument coming to student not student going to the instrument No major errors or omissions regarding the score 2.0 content.
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Breathing	
Included Standards: MU.A.2.1.1-2.2.4	
Grade: 6-8	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. In addition to level two and three students will use their air to shape a phrase.
Score 3.0	The student will be able to identify the proper techniques of breathing. Performs complex skills: <ul style="list-style-type: none"> <input type="checkbox"/> distinguish whether a four or eight measure phrase is to be used in the music being performed The student exhibits no major errors or omissions regarding the score 3.0 content.
Score 2.0	The student: Recognizes or recalls specific terminology: <ul style="list-style-type: none"> <input type="checkbox"/> diaphragm, inhale, exhale Performs basic skills: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate proper breathing through mouth as instructed by director <input type="checkbox"/> perform breathing exercises as instructed by director No major errors or omissions regarding the score 2.0 content.
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.

Topic: Tonguing	
Included Standards: MU.A.2.1.1-2.2.4	
Grade: 6-8	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. Students will decide if their tonguing matches the group's articulation and style
Score 3.0	<p>The student will understand the concept of tonguing to separate notes and be able to demonstrate on their instrument.</p> <p>Performs complex skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> diagnose ability to separate notes with their tongue <input type="checkbox"/> differentiate between short and long tonguing techniques <p>The student exhibits no major errors or omissions regarding the score 3.0 content.</p>
Score 2.0	<p>The student:</p> <p>Recognizes or recalls specific terminology:</p> <ul style="list-style-type: none"> <input type="checkbox"/> tongue, tonguing, articulation, air, syllables, gums, teeth, style, Di, Du, Ti, Too <p>Performs basic skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrate separation of notes using their tongue to demonstrate whole notes ,half notes and quarter notes <p>No major errors or omissions regarding the score 2.0 content.</p>
Score 1.0	With help, I know some of 2.0 and 3.0.
Score 0.0	Even with help, I am unable to understand.