

IB REFLECTION REPORT

[FOR BAND CLASS UNIT SUMMATIVE ASSESSMENTS]

The purpose of the IB Self-Reflection Report is to allow the student to reflect, analyze, and document their own progress as they learn the musical techniques and practice habits necessary to develop and achieve a high level of musicianship and performance at our concerts and competitions.

INSTRUCTIONS:

- Write the **title** of the Test that you just finished taking on the top of your paper, along with your **name** and **period**.
- **Review** the attached rubrics on the next page below BEFORE you answer your questions to better help you with your answers.
- **Write a 4-paragraph self-reflection report.** One paragraph for each answer to the questions below:
- This can be written on paper and submitted in class or typed and submitted on Canvas by the due date.
- This assignment is **graded on completion**. There are no right or wrong answers, only an honest reflection of your progress. Each paragraph is worth 25% of the overall grade. You must have a minimum of 5 sentences per paragraph.
- Do not write the questions out, just number your paragraphs.

PARAGRAPH QUESTIONS:

1. Why was this test important for your musical education? What were the educational goals?
2. What scores would you give yourself for Tone Quality, Tempo & Rhythm, Note Accuracy, Articulations, Dynamics (if applicable), and Practice & Preparation according to the **Individual Performance Rubric** below? How would you score yourself OVERALL? Would you give yourself an overall *Superior, Excellent, Good, Fair* or *Poor*?
3. Did you prepare enough for this test? If not, could you have done more to prepare? Have you been using your tuner and metronome regularly? Why is your ability to FOCUS important?
4. How can you be a better musician in class? How can you be a better musician at home? How can you use the Resources and Links pages on the band website to your advantage?

Instrumental Music Performance Rubric Individual Performance Rubric FOR INDIVIDUAL PLAYING TESTS & QUIZZES

Teacher Name: Mr. Saenz

CATEGORY	Superior	Excellent	Good	Fair	Poor
Tone Quality	Student demonstrates exceptional tone characteristic of their instrument. Notes are clear and easily heard.	Student demonstrates acceptable tone characteristic of their instrument. Notes are clear and easily heard.	Students tone is mostly acceptable and characteristic for their instrument. Notes are mostly clear and easily heard.	Students tone is mostly unacceptable. Notes are often not clear and not heard.	Student tone is unacceptable and not characteristic for their instrument.
Tempo & Rhythm	Student plays in a consistent and clear tempo. All rhythms are accurate and precise. Metronome used and followed the entire time.	Student plays in a consistent and clear tempo. Most rhythms are accurate and precise. Metronome followed most of time.	Student's tempo sometimes fluctuates. Some rhythms are not accurate or precise. Metronome used, but not followed entire time.	Student's tempo is unclear and irregular. Rhythms are not at all accurate. Metronome not followed	Student cannot hold a tempo. All rhythms are inaccurate. <i>Metronome not used</i>
Note Accuracy	Student plays all the correct notes required in the piece/excerpt/scale.	Student misses a few (5-10%) notes in the required piece/excerpt/scale.	Student misses some (10-30%) notes in the required piece/excerpt/scale.	Student misses many notes (30%-40%), or was unable to finish the entire required piece/excerpt/scale.	Student plays half, more than half, almost all, or all notes wrong in the required piece/excerpt/scale.
Articulations	Student played piece with all the correct articulations.	Student plays with mostly correct articulations.	Student misses some correct articulations, but most are correct.	Correct articulations are achieved some of the time, but most are incorrect.	No attempt to play with correct articulations.
Dynamics	Student played piece with all the correct dynamics.	Student plays with mostly correct dynamics.	Student misses some correct dynamics, but most are correct.	Correct dynamics are achieved some of the time, but most are incorrect.	No attempt to play with correct dynamics. Music is stagnant.
Practice & Preparation	Student performance indicates adequate practice and preparation outside of class, with great attention to areas of difficulty.	Student performance indicates regular practice and preparation outside of class with some attention to areas of difficulty.	Student performance indicates some practice and preparation outside of class, but with little attention to areas of difficulty.	Student performance indicates there is very little practice or preparation outside of class.	No practice or preparation is evident in this recording submission.