

# Silverton High Bands - Rehearsal & Preparation Rubric

Content Area	Poor	Emerging	Good	Proficient
Points Assigned	0-3	4-5	6-8	9-10
<b>Logistics</b>	<p>A) Student is not on time.</p> <p>B) Student does not have instrument, music, or pencil.</p> <p>C) At end of class, student does not return personal area back to normal. Ex: Chair, Stand, Items on Floor.</p>	<p>A) Student walks into class just as bell rings.</p> <p>B) Student has some but not all of the following: instrument, music, or pencil.</p> <p>C) At end of class, student returns personal area back to normal most of the time. Ex: Chair, Stand, Items on Floor.</p>	<p>A) Student is in class &amp; setting up as the bell rings most of the time.</p> <p>B) Student most always has their instrument, music, or pencil.</p> <p>C) At end of class, student returns personal area back to normal. Ex: Chair, Stand, Items on Floor.</p>	<p>A) Student is consistently in class on time and setting up when the bell rings.</p> <p>B) Student always has their instrument, music, and pencil.</p> <p>C) At end of class, student returns personal area back to normal and improves other areas around him.</p>
<b>Ensemble Fundamentals</b>	<p>D) Student slouches in chair the entire time.</p> <p>E) Student does not hold instrument correctly.</p> <p>F) Student not responsive to directors cues: On Podium, Instruments Up, Instruments Down, Pause.</p>	<p>D) Student sometime sits with good posture but often forgets.</p> <p>E) Student sometimes holds the instrument correctly.</p> <p>F) Student usually late with director's cues: On Podium, Instruments Up, Instruments Down, Pause.</p>	<p>D) Student is usually sitting with correct posture.</p> <p>E) Student usually has good instrument &amp; hand position.</p> <p>F) Student will only miss conductor's cues on occasion: On Podium, Instruments Up, Instruments Down, Pause.</p>	<p>D) Student always sits with excellent posture.</p> <p>E) Student consistently uses good instrument &amp; hand position.</p> <p>F) Student is a positive role model when following conductor cues: On Podium, Instruments Up, Instruments Down, Pause.</p>
<b>Music Preparation</b>	<p>G) Student can't play their music (scales, warm-ups, chorales, sheet music).</p>	<p>G) Student makes very slow progress on their music (scales, warm-ups, chorales, sheet music). Practice rarely occurs.</p>	<p>G) Student makes steady progress with their music (scales, warm-ups, chorales, sheet music). Practice routine is obvious although student doesn't always seek out help if needed.</p>	<p>G) Student makes steady progress and knows their music (scales, warm-ups, chorales, sheet music). Practice routine is obvious and student seeks out help if needed.</p>
<b>Ensemble Discussion &amp; Interaction</b>	<p>H) Student will not perform individually in class.</p> <p>I) Student does not respond to director's questions, does not participate in group conversations and/or spaces out the majority of the time.</p>	<p>H) Student will only perform individually in class when director begs.</p> <p>I) Student sometimes responds to director's questions, will only participate in group conversations when prompted.</p>	<p>H) Student will perform individually when director asks.</p> <p>I) Student responds to director's questions and participates in group conversations.</p>	<p>H) Student volunteers to perform examples for the class.</p> <p>I) Student regularly answers director's questions and participates in group conversations.</p>

**Grading Note:** Students will be evaluated on each Content Area. Points will be assigned based on a 50 point scale. A grade for the Rehearsal & Participation Rubric will be given approximately every 4 weeks.