

Assessment

The “Check / Check+” grading system is a clear and efficient tool to use in all levels of classes. It can be used for formative and summative assessment, and for solo or group work. It can be expanded with the addition of more detail or simplified with less options for individual assignments.

GRADE	DESCRIPTION
+	<p>Performance ready: the following are consistently correct; the student can hold their part when playing in a quartet or quintet</p> <ul style="list-style-type: none"> • Intonation (Finger Patterns) - 95% or more notes are in tune • Rhythm - is correct and subdivisions are precise • Tempo - selection is played at tempo with a steady pulse • Dynamics - are clear and as marked; subtlety is present • Articulation - bowing style is clear and precise, accents are evident, slurs as marked, bow placement is as directed • Phrasing - emotional intent is evident and reflects the director’s vision
✓+	<p>Almost performance ready: the following are mostly correct and consistent; the student can hold their part when playing as a quartet or quintet</p> <ul style="list-style-type: none"> • Intonation (Finger Patterns) - 85% or more notes are in tune • Rhythm - is correct; minor issues with subdivisions • Tempo - selection is played with a steady pulse at, or close to tempo • Dynamics - are clear and as marked; minor issues with precision • Articulation - bowing style is clear, slurs as marked; minor issues with accents, bow stroke, or bow placement • Phrasing - emotional intent is evident and reflects the director’s vision
✓	<p>Great start: the following are mostly correct and consistent; the student can hold their part when playing within a small ensemble</p> <ul style="list-style-type: none"> • Intonation (Finger Patterns) – 75% or more notes are in tune • Rhythm- is mostly correct; a few minor issues • Tempo – large sections are played with a steady pulse at, or close to tempo • Dynamics – large dynamic markings are demonstrated • Articulation – bowing style is clear though may be inconsistent, slurs as marked, more precision needed on accents or other details of refinement • Phrasing – emotional intent is evident and reflects the director’s vision in most sections
✓-	<p>Developing: the following are often incorrect or inconsistent; the student can play portions of the material within a small ensemble</p> <ul style="list-style-type: none"> • Intonation (Finger Patterns) - 60% or more notes are in tune • Rhythm - lacks precision or is not correct in several instances • Tempo - selection is played below tempo or is unstable • Dynamics - few dynamic markings are evident • Articulation - bow strokes and slurs are inconsistent or not correct • Phrasing - some phrasing is evident
-	<p>Needs a lot of practice: the following are mostly incorrect and inconsistent; the student can play few portions of the material</p> <ul style="list-style-type: none"> • Intonation (Finger Patterns) - 50% or more notes are out of tune • Rhythm - is not correct in many instances • Tempo - selection is played below tempo and is unstable, stopping and starting • Dynamics - no dynamics are demonstrated • Articulation - bow strokes and slurs are inconsistent or not correct • Phrasing - little to no phrasing evident