

NAME:	CLASS:	SCORE:	Strengths: _____ Weaknesses: _____ Strategies: _____ Language: _____ <b>Total:</b> _____
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## SHS BAND SELF-ASSESSMENT

<b>Considerations:</b>  Note Accuracy Rhythmic Accuracy Pitch (Intonation) Tempo Balance Blend Tone Dynamics Articulation Style Phrasing Technique	Piece #1: <span style="float: right;"><b><i>Remember: WHO, WHAT, WHERE – Be specific!!</i></b></span>
	Strengths • • • •
	Weaknesses • • • •
	Choose one weakness and provide a specific strategy to improve in this area:
	Piece #2: <span style="float: right;"><b><i>Remember: WHO, WHAT, WHERE – Be specific!!</i></b></span>
	Strengths • • • •
	Weaknesses • • • •
	Choose one weakness and provide a specific strategy to improve in this area:

**Simsbury High School**  
**Common Core Learning Expectation Rubric**

**EVALUATE/CRITIQUE THE WORK OF SELF AND OTHERS**

	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Incomplete</b>	<b>Areas to Improve</b>
<b>IDENTIFICATION OF STRENGTHS</b> Student accurately identifies most of the significant strengths in the work by citing specific and insightful details. Achieves greater understanding through dialogue with teacher and peers	Identification of strengths is consistent and highly effective	Identification of strengths is effective	Identification of strengths is limited or inconsistent	Identification of strengths is not yet evident	<input type="checkbox"/> Identification of multiple strengths <input type="checkbox"/> Awareness of expectations <input type="checkbox"/> Depth of insight <input type="checkbox"/> Citing of specific details <input type="checkbox"/> Dialogue with teacher and peers
<b>IDENTIFICATION OF WEAKNESS</b> Student accurately identifies most of the significant weakness in the work by citing specific and insightful details. Achieves greater understanding through dialogue with teacher and peers	Identification of weakness is consistent and highly effective	Identification of weakness is effective	Identification of weakness is limited or inconsistent	Identification of weakness is not yet evident	<input type="checkbox"/> Identification of multiple weaknesses <input type="checkbox"/> Awareness of expectations <input type="checkbox"/> Depth of insight <input type="checkbox"/> Citing of specific details <input type="checkbox"/> Dialogue with teacher and peers
<b>ARTICULATING STRATEGIES FOR IMPROVEMENT</b> Student identified appropriate strategies for improvement, outlining a future plan of action that will assist with future learning	Articulation of strategies for improvement is consistent and highly effective	Articulation of strategies for improvement is consistent and effective	Articulation of strategies for improvement is limited or inconsistent	Articulation of strategies for improvement is not yet evident	<input type="checkbox"/> Identification of multiple strategies <input type="checkbox"/> Depth of insight <input type="checkbox"/> Outline for future plan <input type="checkbox"/> Effectiveness of future plan <input type="checkbox"/> Independence of thought/action
<b>USE OF LANGUAGE OF DISCIPLINE</b> Student demonstrates command of the vocabulary, concepts, processes, and/or principles of the discipline and accurately applies that knowledge throughout the critique	Use of language of discipline is consistent and highly effective	Use of language of discipline is consistent	Use of language of discipline is limited or inconsistent	Use of language of discipline is not yet evident	<input type="checkbox"/> Vocabulary of the discipline <input type="checkbox"/> Concepts of the discipline <input type="checkbox"/> Processes of the discipline <input type="checkbox"/> Accuracy of language in identifying strengths/weakness <input type="checkbox"/> Accuracy of language in identifying strategies for improvement
<input type="checkbox"/> <b>GENERAL COMMENTS:</b>					