

# **Moreland Middle School**

## **Portfolio Guidelines for Instrumental Music Classes**

**Grades 6-8**



## Portfolio Overview

### **What is your Instrumental Music Portfolio?**

Your portfolio is a way to demonstrate and track your progress throughout your middle school music career. It is a tool to help you plan for improvement and evaluate your own work. It allows you to decide your own goals and how to meet them. Your portfolio will count as 50% of your grade for each semester.

### **Why do you need an Instrument Music Portfolio?**

Every student is different! Students have different interests, ideas, strengths, and weaknesses. It is important for you to understand yourself and to be involved in your own education. Your portfolio will help you to explore your own interests and abilities, and allow you to be a decision maker in your music education.

### **What needs to be included in your portfolio?**

**Goals Planner:** Every student must create a set of goals for the semester and a plan for reaching those goals. In this packet is the Goals Planner document. This must be filled out completely and specifically, then approved by your teacher and your parents/guardians.

**Evidence of Progress:** Students must track their own progress over the semester. This is to be determined in your goals planner. Students may want to include copies of their weekly practice records which include goals and accomplishments. Students may want to videotape or make audio recordings of their playing and write an evaluation of their performance on the recording. Students may want to include items from musical experiences outside of school, such as with a private teacher or performance group. Students may want to have the teacher evaluate their playing periodically with written feedback. Each progress item included must have some written description of how it is evidence of progress and the progress it demonstrates.

**Mid-term and end-of-semester evaluations:** Students must complete an evaluation of their progress at the mid-term grading point and at the end of the semester. Minimally, this must be the completion of the evaluation form included in this packet and one audio or audio/video recording, but can include additional items. Evaluations must be based on the evidence of progress provided in the portfolio and performance on the recording.

### **What should your portfolio look like and how should it be organized?**

Student portfolios may be either digital or in a three ring binder. A cover sheet must be the first item and clearly provide information about the student (name, instrument) and labels the document/disc as an "Instrumental Music Portfolio". It should be divided by semester with the Goals Planner at the beginning of each semester. Progress items should be placed in chronological order and be clearly labeled.

**Semester Goals Planner**  
**Semester/Year** \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Instrument: \_\_\_\_\_ Ensemble: \_\_\_\_\_

I. Rate your current ability on the following items using a scale of 1 to 5 with 1 being the lowest and 5 the highest:

Music reading skills – pitch: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Music reading skills – rhythm: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Sight-reading skills: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Tone quality: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Vibrato: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Range: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Technical skills: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Expressive skills: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Solo performance skills: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Ensemble performance skills: \_\_\_\_\_  
Comments/Specifics: \_\_\_\_\_

Physical technique: \_\_\_\_\_  
(posture, embouchure, grip, bow hold)  
Comments/Specifics: \_\_\_\_\_

## Semester Goals Planner

II. Based on your self-evaluation, choose 2 – 3 skills you would like to improve upon over the next semester. Describe your current knowledge and ability on each skill. Describe what you would like to be able to do by the end of the semester for each skill.

Skill 1 –

Current standing:

End of semester goal:

Skill 2 –

Current standing:

End of semester goal:

Skill 3 (optional) –

Current standing:

End of semester goal:

III. Describe some of the activities you will do throughout the semester to reach those goals.

IV. Describe how you will track and evaluate your progress throughout the semester and at the end of the semester.

**Semester Goals Planner**  
Action and Material Needs

I. Describe action(s) you need from your teacher in order to achieve your goals:

II. Describe materials you need from your teacher in order to achieve your goals:

III. Describe action(s) you need from your parent/guardian in order to achieve your goals:

IV. Describe materials you need from your parent/guardian in order to achieve your goals:

Semester Plan Approvals:

Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Practice Record**

Name: \_\_\_\_\_ Week: \_\_\_\_\_

Instrument: \_\_\_\_\_ Ensemble: \_\_\_\_\_

Goals/Assignments: \_\_\_\_\_

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Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Progress: \_\_\_\_\_

Work to be done: \_\_\_\_\_

**Practice Record**

Name: \_\_\_\_\_ Week: \_\_\_\_\_

Instrument: \_\_\_\_\_ Ensemble: \_\_\_\_\_

Goals/Assignments: \_\_\_\_\_

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Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Progress: \_\_\_\_\_

Work to be done: \_\_\_\_\_

**Evidence of Progress**

**Semester/Year** \_\_\_\_\_

Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Instrument: \_\_\_\_\_ Ensemble: \_\_\_\_\_

**Evidence:**

Date:

Title and description of evidence: \_\_\_\_\_

\_\_\_\_\_

Which skill(s) is this evidence of? \_\_\_\_\_

Describe the progress it demonstrates and how?

**Mid-Term and Semester Evaluation**  
**Semester/Year** \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Instrument: \_\_\_\_\_ Ensemble: \_\_\_\_\_

Describe your progress on each skill so far. (What activities have you done to improve? What were the outcomes of the activities? What evidence do you have of your progress?)

Skill 1 –

Skill 2 –

Skill 3(optional) –

**Mid-term and End-of-Semester  
Teacher Evaluation of Portfolio  
Semester/Year \_\_\_\_\_**

Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_

Instrument: \_\_\_\_\_ Ensemble: \_\_\_\_\_

Date of evaluation: \_\_\_\_\_

	<b>Goals Progress</b>	<b>Evidence</b>	<b>Presentation</b>
4	-Student made tremendous progress toward set goals. -Student reached or surpassed set goals.	-Student provided ample and clear evidence of progress throughout the semester.	-Portfolio was well-organized, complete, and creative.
3	-Student made sufficient progress toward set goals. -Student reached or almost reached set goals.	-Student provided sufficient evidence of progress throughout the semester.	-Portfolio was organized and mostly complete.
2	-Student made some progress toward set goals or made overall progress but not toward set goals. -Student did not reach or almost reach set goals.	-Student provided some evidence of progress over the semester.	-Portfolio showed some attempt at organization but had some incomplete elements.
1	-Student made little or no progress toward set goals.	-Student provided little or no evidence of progress over the semester.	-Portfolio showed little to no organization and was incomplete.

Teacher Comments: