

Portfolio Assessment Tool: High School Concert Band Playing Test Portfolio

This portfolio will serve as a semester-long record of each student's individual musical growth within the concert band. Students will submit **four recorded playing tests** spaced throughout the semester, each demonstrating progress in tone quality, technical facility, rhythmic accuracy, and musical expression.

- **Timeline:** Four submissions over approximately 12 weeks (every 3 weeks).
- **Format:** Video audio recordings uploaded to the school's learning management system (Canvas, Google classroom).
- **Submission Method:** Students will title each file with their name, date, and test number (e.g., "Smith_Jordan_PlayingTest2").
- **Purpose:** To document musical growth, support individualized feedback, and promote student reflection and ownership in performance.

Each student's portfolio will include the following:

1. **Playing Test 1:** Instrument specific scales (e.g., saxophone: 2 octave D major scale & full range arpeggio, full range chromatic scale)
2. **Playing Test 2:** Assigned section from concert repertoire focusing on rhythm and balance (moderate tempo)
3. **Playing Test 3:** Assigned section from concert repertoire focusing on rhythm and balance (lyrical excerpt, emphasize musicality)
4. **Playing Test 4:** Assigned section from concert repertoire focusing on rhythm and balance (technical excerpt)
5. **Final Reflection:** End-of-semester reflection on overall progress and next goals

Evaluation Criteria (Performance Rubric)

Category	Exceeds Expectations (4)	Proficient (3)	Developing (2)	Beginning (1)
Tone Quality	Consistent, characteristic tone throughout range	Mostly characteristic tone; minor inconsistencies	Uneven tone; occasional distortion or breathiness	Poor tone control; lacks characteristic sound
Rhythmic Accuracy	Precise and steady throughout	Minor inconsistencies; steady overall	Noticeable tempo fluctuations or counting errors	Frequent errors; lacks steady pulse
Pitch Accuracy	In tune and centered throughout	Mostly in tune with occasional errors	Several pitch inaccuracies	Frequent pitch errors or intonation issues
Musicality/Expression	Phrasing, dynamics, and style are highly expressive	Expressive effort is clear; occasional lapses	Limited dynamic or stylistic contrast	No expressive or stylistic awareness
Progress & Effort	Demonstrates clear improvement and attention to feedback	Some improvement visible over time	Limited evidence of growth	Minimal effort or progress shown

Each playing test will receive a rubric score and written feedback. The final portfolio grade will combine **playing test scores (80%) and reflection component (20%)**.

End-of-Semester Reflection Prompt:

Reflect on your overall progress this semester. How have your tone, technique, and musical confidence evolved? Cite examples from at least two recordings. Some examples of areas to discuss include:

1. What aspect of your performance still needs work (tone, rhythm, phrasing, etc.)?
2. What is one characteristic you believe has improved in your playing this semester?
3. What is one specific goal for advancing your musicality?

I chose a portfolio-based assessment for high school concert band because it captures each student's long-term musical development, not just isolated performances. A series of recorded playing tests allows both formative and summative evaluation. Students receive ongoing feedback while also building a tangible record of their growth across the semester.

This assessment aligns with the Ohio Standards for Music Education, particularly:

- **High School – Performing (9–12.B.1 & B.2):** *Demonstrate technical skill, accuracy, and expressive qualities in performing a varied repertoire of music.*
- **High School – Responding (9–12.C.2):** *Analyze and evaluate performances and compositions using established criteria.*
- **High School – Creating/Reflecting (9–12.D.1):** *Reflect on one's performance to set goals for continued musical growth.*

By incorporating recordings, reflections, and peer feedback, this portfolio assesses both performance skills and critical thinking.