

Pathways to Performance

2005-06 evaluation results

J A N U A R Y 2 0 0 7

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Prepared by:

Laura Martell Kelly

Wilder Research

1295 Bandana Boulevard North, Suite 210

Saint Paul, Minnesota 55108

651-647-4600

www.wilder.org

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Summary

Pathways to Performance strives to create a complete music education experience for elementary students enrolled in MacPhail Center for Music programs at Ascension School in North Minneapolis and Whittier International Elementary School in South Minneapolis. The goal of Pathways is to support every student's highest level of artistic and academic achievement.

At Ascension, children in grades K-2 are introduced to the elements of music through music readiness classes based on existing MacPhail Center for Music Early Childhood Arts curriculum. This class meets once a week for the entire school year and focuses on basic musical skills such as vocal exploration, imitation, steady beat, pre-music reading skills, canon, and ostinato.

Starting in third grade, students at Ascension are given the opportunity to be in the Violin for Children program. In 2005-06, 34 students were introduced to the violin using a curriculum designed by MacPhail faculty. In fourth through eighth grades, Ascension students may choose to play the violin, viola, or cello as part of the Ascension String Program. Once a week, students attend three classes at MacPhail Center for Music: an individual or partner lesson, an ensemble class, and a musicianship class. In 2005-06, 29 students participated in the Ascension String Program.

At Whittier, students in Kindergarten through second grade are exposed to music in Early Childhood Arts class. These classes are offered once a week for six weeks. Classes are designed to expose young elementary students to musical skills and to show how musical skills correlate to concepts taught in social studies classes.

The Whittier Piano & Violin Program currently serves second through fifth grade piano students and third through fifth grade violin students. Forty-five students in second and third grade took group piano and violin lessons at Whittier during 2005-06. Students in fourth and fifth grades attend three classes per week at MacPhail in a format that is similar to the Ascension String Program. Piano students take an individual lesson, a musicianship class, and an ensemble class; violin students take a partner lesson, a musicianship class, and play in an ensemble class. In 2005-06, 19 students in grades four and five were enrolled in the Whittier Piano & Violin Program.

Evaluation

As part of planning the Pathways to Performance program, the MacPhail staff designed a logic model to illustrate the program's outcomes (see Appendix). Based on the outcomes identified in the logic model, MacPhail staff worked with Wilder Research staff to design an evaluation plan that would measure four outcome goals: 1) students will develop general music skills; 2) students will acquire tools for good practice habits; 3) parents or caregivers are engaged in the music program and their child's participation; and 4) students are further motivated to develop musical skills.

In 2005-06, four surveys were completed by students and faculty twice during the school year. Because enrollment in the Pathways to Performance program fluctuated, it is difficult to compute an exact response rate for each survey.

- A student survey was administered to Ascension students in grades three through eight enrolled in either the violin or strings program and Whittier students in grades two through five in the piano or violin program. Fifty-seven students at Ascension and 58 students at Whittier completed the survey in the fall, for a total of 115 surveys. In the spring, 25 Ascension students and 47 Whittier students completed the survey, for a total of 72 surveys (Figure 1). This survey was designed to assess the students' satisfaction with the program, including their desire to continue working with MacPhail faculty.
- A lesson survey was designed to help assess students' behavioral or musical skills during their individual or partner lessons. MacPhail faculty were asked to complete a lesson survey for Ascension students in grades four through eight and Whittier students in grades two through five. This year, faculty completed 83 surveys in the winter (Ascension 27, Whittier 56) and 80 in the spring (Ascension 27, Whittier 53).
- A musicianship survey was designed to assess students' skills and behavior during musicianship classes. MacPhail faculty were asked to complete the surveys for Ascension string students in grades four through eight and Whittier string and piano students in grades four and five. In 2005-06, faculty completed 30 surveys in the winter (Ascension 14, Whittier 16) and 26 in the spring (Ascension 13, Whittier 13).
- The ensemble survey was designed to assess the students' skills and behavior when they practice as part of an ensemble. This winter, faculty completed 28 surveys for students enrolled in Ascension's strings program in grades four through eight and 11 surveys for the fourth and fifth grade violin students at Whittier, for a total of 39 surveys. In the spring, they completed 40 surveys (Ascension 27, Whittier 13).

To explore whether participation in the Pathways to Performance program leads to improved academic grades, report cards were analyzed. During the 2005-06 school year, report cards were collected for 27 students participating in the program at Ascension School in grades four through eight. Report cards were collected for 40 Whittier students in second, third, or fourth grade. Because the schools used different report cards, the academic data are not combined.

Results

In 2005-06, the evaluation surveys were used to collect information related to the four program goals. The surveys and report cards provide additional information about the students. In this report, data are presented and described for all surveys completed in the fall/winter (pretest) and spring (posttest). Data for each school are reported separately. However, because of the inherent differences between the programs data were not compared by school. Any comparison statistics are for matched sets of surveys for the combined data. Additional information can be found in the open-ended comments in the Appendix.

Students will develop general music skills

Faculty reported that most students' musical skills are meeting expectations

Faculty rated the students' demonstrated musical skills during lessons (tone, posture, phrasing/playing with expressiveness, and music reading skills), musicianship classes (rhythm, note reading, listening, and composition), and ensemble practice (watching the conductor, staying with the group, and playing their own part). Overall, the average rating of all the musical skills fell into the category of "meets expectations." The average scores for the rhythm skills increased significantly between pretest and posttest. The average scores for posture and technique, as rated during lessons, and playing with a group, as reported during ensemble classes, decreased significantly between pretest and posttest (Figures 1, 2, and 3).

Students will acquire tools for good practice habits

Students and faculty report that students regularly practice and prepare for class, although practice for ensemble and lessons decreased in the spring

The MacPhail faculty also reported information regarding the students' practice skills. On average, students practiced their instrument before attending lessons 83 percent of the time in the winter and 78 percent of the time in the spring. The average amount of time students practiced before class decreased significantly between winter and spring (Figure 4).

Most students (87% in the winter and 92% in the spring) were described as completing their homework for musicianship classes “most of the time” or “always” (Figure 5). In the winter, faculty reported that 66 percent of the students prepared their ensemble music in home practice “most of the time” or “always.” This percentage dropped to 50 percent in the spring (Figure 6).

In addition to reports from faculty, students also described their practice habits. Most students reported that they practice their instrument at home (89% fall, 95% spring), and that they like to practice their instrument (94% fall, 87% spring). About 80 percent of the students said they had a place to practice at home (82% fall, 84% spring) (Figures 7 and 8).

Parents or caregivers are engaged in the music program and their child’s participation

Most of the students said they receive encouragement to practice at home and over two-thirds of the students report someone from home attends their performances frequently

To assess parent or caregiver engagement in their child’s participation in the MacPhail music programs, students were asked if someone at home encourages them to practice their music and if someone comes to their performances. At both pretest and posttest, about 90 percent of the students said that someone at home encouraged them to practice. In addition, in both winter and spring, 69 percent of the students said that someone at home comes to their performances “a lot.” Another 20 percent said someone at home comes to their performances “a little” (Figure 9).

Students are further motivated to develop musical skills

About 90 percent of the students said they would like to or might like to continue in the music program the following year

To assess their motivation to continue developing their musical skills, students were asked if they wanted to continue in the MacPhail program the following year. The percentage of students who said that they would like to continue in the program the following year decreased from 70 percent in the fall to 61 percent in the spring. Twenty-two percent of the students in the fall, and 29 percent of the students in the spring, said that they might like to continue in the program. For those students with both fall and spring ratings, the percentage that said they would like to continue with the program decreased significantly between fall and spring (Figure 10).

Other results

Instructor relationship

At the end of the spring semester, students were asked about their relationship with their instructor. Ninety-seven percent of the students said their instructor encourages them to do well in their music and all of them said they understood the instructor when new things are taught (Figure 11). About 9 in 10 students said they would like to continue with the MacPhail faculty the following year (Figure 12).

Student satisfaction

Students were asked a number of questions about their experience with the MacPhail Pathways to Performance program. In both the fall and spring, over 90 percent of the students reported that they like the program, learning to play their instrument, and learning to play new pieces of music “a little” or “a lot.” However, students were less likely to say that they liked the MacPhail program “a lot” in the spring. The average rating for this item decreased significantly between winter and spring (Figure 13).

Attendance and preparation

According to the MacPhail faculty, most students attended their lessons. On average, students attended lessons 95 percent of the time in the winter and 93 percent of the time in the spring. On average, students attended with their string instruments ready to play slightly less than 90 percent of the time at both measurement periods (88% in the winter and 89% in the spring). The average frequency with which students arrived with written materials present decreased significantly from 86 percent of the time in the winter to 75 percent of the time in the spring. For those students with both winter and spring ratings, the percentage that arrived with written materials decreased significantly between winter and spring (Figures 14, 15, and 16).

Faculty report that students attended ensemble classes more than 96 percent of the time in the winter and 90 percent of the time in the spring. For those students with both winter and spring ratings, their average attendance decreased significantly (Figure 17). For musicianship classes, the average attendance was 90 percent in the winter and 93 percent in the spring. Once at musicianship classes, faculty reported that most students were ready to begin at the beginning of musicianship class either “most of the time” or “always,” (86% in the winter and 96% in the spring). The percentage of students who brought appropriate materials to musicianship class “most of the time” or “always” increased from 57 percent in the winter to 96 percent in the spring (Figures 18 and 19).

Student behavior

In addition to reporting information about musical skills, practice habits, and attendance, MacPhail faculty rated students' behavior. According to the faculty, at least 85 percent of the students receiving lessons demonstrated that they pay attention (85% in the winter and 92% in the spring), are prompt at getting ready to play (89% in the winter and 86% in the spring), are ready to play throughout the class (95% in the winter and 88% in the spring), follow direction (95% in the winter and 91% in the spring either), and have positive participation in the lesson (95% in the winter and 94% in the spring) "most of the time" or "always" (Figure 20).

MacPhail faculty also reported on students' behavior during musicianship classes. Most of the students were rated as paying attention (87% in the winter and 92% in the spring), demonstrating respect and helpfulness (86% in the winter and 92% in the spring), and participating in the class (90% in the winter and 96% in the spring) either "most of the time" or "always." The average rating for students' participation in class increased significantly between winter and spring (Figure 21).

Faculty also gave positive ratings to students' behavior during ensemble classes. In general, students followed directions (89% in the winter and 92% in the spring), were cooperative in the group setting (93% in the winter and 94% in the spring), and were prepared to start at the beginning of the session (90% in the winter and 92% in the spring) "most of the time" or "always. The average ratings for students' behavior fell between "most of the time" and "always" for each item (Figure 22).

School data

Students were asked about their attitudes regarding math and reading. In the fall, 94 percent of students said they liked reading either "a lot" or "a little." This percentage remained about the same in the spring (90%). The percentage of students who liked math either "a lot" or "a little" decreased from 91 percent in the fall to 82 percent in the spring. The average rating for this question decreased significantly between fall and spring (Figure 23).

Schools provided report cards for 27 Ascension students and 40 Whittier students involved in the Pathways to Performance program. These report cards included attendance data as well as academic information. Two-thirds of the students at Ascension (69%) and more than half of the students at Whittier (53%) attended school more than 96 percent of the time (Figure 24).

Figure 25 shows the distribution of students' math and English grades for the first and fourth quarters. Almost all students (97%) had grades of C or higher in math and English

for the first quarter. This percentage decreased slightly to 89 percent for math and 93 percent for English by the end of the school year.

As seen in Figure 26, almost half of the Ascension students maintained their grades between the first and fourth quarters (48% in math, and 44% in English). Students' grades in English were about as likely to increase (26%) as to decrease (30%). Math grades were more likely to decrease, 12 of the 27 students (44%) showed declines between fall and spring.

The Whittier report cards include different ratings of performance than those used at Ascension. Instead of providing letter grades, Whittier records whether the student has met the standard for a specific task. Because these tasks are not evaluated in the first semester, it is not possible to show change over the course of the school year. Instead, this report provides descriptive data on student achievement at the end of the fourth quarter.

The report cards provided one overall score for math. At the end of fourth quarter, 58 percent of the students fell into the category of "approaching the standard," or developing skills and concepts of the standard with help from the teacher. Another 37 percent of the students were "at the standard," or achieving grade level expectations independently after initial instruction (Figure 27).

Rather than providing an overall grade for English skills, the report cards included ratings of 16 skills in three categories: reading, writing, and speaking and listening. Students were most likely to be rated "at the standard" or "above the standard" on the two items related to speaking and listening. For each of the reading skills, 73 to 88 percent of the students were "at the standard" or "above the standard." For six of the writing items (writing for multiple purposes, using details, locating and using information, using correct grammar, spelling correctly, and writing legibly), between 70 and 80 percent of the students were "at the standard" or "above the standard." Fewer students met the standards for using a process for writing (44%) and organizing writing appropriately (67%) (Figure 27).

Issues to consider

The data indicate that the Pathways to Performance participants are doing well in the music program. Similar to last year, the majority of the students are developing general music skills and acquiring good practice habits. Most students also reported that they like the program and would like to continue their involvement. Faculty also reported that students are engaged in their music activities. As the Pathways to Performance staff considers evaluation planning for the next school year, there are a few things to consider:

- Program and research staff should further discuss how to best measure improved math and literacy achievement.
- Because the data indicate some significant declines between pretest and posttest, especially related to skills, desire to continue with the program, practice, and preparation, program staff should assess what issues may be affecting the responses.
- Currently, MacPhail staff collect surveys twice during the academic year. The individual surveys are used to update parents and students of the students' progress and the combined survey results are used for evaluation. Because of the overall consistency of results between the two administrations, program and research staff should consider reporting just the spring results for the evaluation.
- Because the open-ended survey questions are designed primarily to assess progress for individual students, MacPhail and research staff should consider the cost effectiveness of including them in the evaluation report.
- Since the project has been operational for two years, MacPhail staff should review the logic model, especially the goals from years two and three, and decide if there are any additional goals the program should measure.

Figures

Goal: Students will develop general music skills

1. MacPhail faculty report of musical skills demonstrated during lessons

Musical skills			N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
The student plays with good tone	Both schools	Winter	80	15%	81%	4%	2.1
	Both schools	Spring	80	33%	54%	14%	2.2
	Ascension	Winter	24	17%	75%	8%	2.1
	Ascension	Spring	27	22%	41%	37%	1.9
	Whittier	Winter	56	14%	84%	2%	2.1
	Whittier	Spring	53	38%	60%	2%	2.4
The student reads music accurately	Both schools	Winter	72	26%	64%	10%	2.2
	Both schools	Spring	77	27%	51%	22%	2.1
	Ascension	Winter	24	8%	75%	17%	1.9
	Ascension	Spring	24	17%	46%	38%	1.8
	Whittier	Winter	48	35%	58%	6%	2.3
	Whittier	Spring	53	32%	53%	15%	2.2
The student plays with expressiveness (phrasing)	Both schools	Winter	62	10%	77%	13%	2.0
	Both schools	Spring	67	18%	58%	24%	1.9
	Ascension	Winter	14	0%	71%	29%	1.7
	Ascension	Spring	23	4%	39%	57%	1.5
	Whittier	Winter	48	13%	79%	8%	2.0
	Whittier	Spring	44	25%	68%	7%	2.2
The student demonstrates good posture and technique ¹	Both schools	Winter	79	33%	61%	6%	2.3
	Both schools	Spring	79	29%	52%	19%	2.1
	Ascension	Winter	24	4%	79%	17%	1.9
	Ascension	Spring	27	11%	48%	41%	1.7
	Whittier	Winter	55	46%	53%	2%	2.4
	Whittier	Spring	52	39%	54%	8%	2.3

¹ For the 75 students with completed pretest and posttest data, there was a significant difference between the average rating at pretest, 2.3, and posttest, 2.1. $p \leq .01$.

2. MacPhail faculty report of musical skills demonstrated during musicianship classes

Musical skills			N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
Rhythm	Both schools	Winter	30	20%	77%	3%	2.2 ¹
	Both schools	Spring	23	35%	62%	4%	2.3
	Ascension	Winter	14	0%	100%	0%	2.0
	Ascension	Spring	13	15%	85%	0%	2.1
	Whittier	Winter	16	38%	56%	6%	2.3
	Whittier	Spring	13	54%	39%	8%	2.5
Note Reading	Both schools	Winter	30	30%	70%	0%	2.3
	Both schools	Spring	26	35%	62%	4%	2.3
	Ascension	Winter	14	7%	93%	0%	2.1
	Ascension	Spring	13	15%	85%	0%	2.2
	Whittier	Winter	16	50%	50%	0%	2.5
	Whittier	Spring	13	54%	39%	8%	2.5
Listening	Both schools	Winter	30	17%	80%	3%	2.1
	Both schools	Spring	26	39%	54%	8%	2.3
	Ascension	Winter	14	0%	100%	0%	2.0
	Ascension	Spring	13	15%	85%	0%	2.2
	Whittier	Winter	16	31%	63%	6%	2.3
	Whittier	Spring	13	62%	23%	15%	2.5
Composition	Both schools	Winter	3	33%	67%	0%	2.3
	Both schools	Spring	5	40%	40%	20%	2.2
	Ascension	Winter	-	-	-	-	-
	Ascension	Spring	-	-	-	-	-
	Whittier	Winter	3	33%	67%	0%	2.3
	Whittier	Spring	5	40%	40%	20%	2.2
Other ²	Both schools	Winter	3	100%	0%	0%	3.0
	Both schools	Spring	6	67%	17%	17%	2.5
	Ascension	Winter	3	100%	0%	0%	3.0
	Ascension	Spring	1	100%	0%	0%	-
	Whittier	Winter	-	-	-	-	3.0
	Whittier	Spring	5	60%	20%	20%	2.4

¹ For the 25 students that had completed pretest and posttest data, there was a significant difference between the average rating at pretest, 2.2, and posttest, 2.3. $p \leq .05$.

² No other skills were identified.

3. MacPhail faculty report of musical skills demonstrated during ensemble classes

Musical skills			N	Exceeds expectations 3	Meets expectations 2	Does not meet expectations 1	Mean
The student watches the conductor	Both schools	Winter	38	13%	79%	8%	2.1
	Both schools	Spring	36	14%	75%	11%	2.0
	Ascension	Winter	27	4%	85%	11%	1.9
	Ascension	Spring	26	15%	69%	15%	2.0
	Whittier	Winter	11	36%	64%	0%	2.4
	Whittier	Spring	10	10%	90%	0%	2.1
The student stays with the group ¹	Both schools	Winter	39	39%	51%	10%	2.3
	Both schools	Spring	39	15%	74%	10%	2.1
	Ascension	Winter	28	36%	54%	11%	2.3
	Ascension	Spring	26	19%	69%	12%	2.1
	Whittier	Winter	11	46%	46%	9%	2.4
	Whittier	Spring	13	8%	85%	8%	2.0
The student is able to play their ensemble part on their own	Both schools	Winter	38	34%	53%	13%	2.2
	Both schools	Spring	36	25%	58%	17%	2.1
	Ascension	Winter	28	36%	50%	14%	2.2
	Ascension	Spring	26	31%	50%	19%	2.1
	Whittier	Winter	10	30%	60%	10%	2.2
	Whittier	Spring	10	10%	80%	10%	2.0

¹ For the 34 students that had completed pretest and posttest data, there was a significant difference between the average rating at pretest, 2.4, and posttest, 2.1 $p \leq .005$.

Goal: Students will acquire tools for good practice habits

4. MacPhail faculty report of how often students attended lessons prepared

Percentage of lessons attended where students' preparation for lesson and practice were evident	Both schools				Ascension				Whittier			
	Winter (N=83)		Spring (N=80)		Winter (N=25)		Spring (N=27)		Winter (N=47)		Spring (N=44)	
	#	%	#	%	#	%	#	%	#	%	#	%
≤50%	6	8%	13	18%	5	20%	5	19%	1	2%	8	18%
51% to 60%	2	3%	5	7%	0	0%	1	4%	2	4%	4	9%
61% to 70%	3	4%	1	1%	2	4%	1	4%	3	6%	0	0%
71% to 80%	7	10%	16	23%	5	11%	4	15%	5	11%	12	27%
81% to 90%	17	24%	10	14%	15	32%	3	11%	15	32%	7	16%
91% to 99%	14	19%	10	14%	6	13%	7	26%	6	13%	3	7%
100%	23	32%	16	23%	8	32%	6	22%	15	32%	10	23%
Average	83%		78%		78%		80%		86%		77%	

¹ For the 61 students with completed pretest and posttest data, there was a significant difference between the average percentage at pretest, 84 percent, and posttest, 78 percent. $p \leq .05$.

5. MacPhail faculty report of homework completion for musicianship classes

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student completes homework assignments	Both schools Winter	15	47%	40%	13%	0%	3.3
	Both schools Spring	26	35%	58%	8%	0%	3.3
	Ascension Winter	-	-	-	-	-	-
	Ascension Spring	13	8%	92%	0%	0%	3.1
	Whittier Winter	13	8%	92%	0%	0%	3.1
	Whittier Spring	13	62%	23%	15%	0%	3.2

6. MacPhail faculty report of preparation for ensemble classes

Behavior			N	Always	Most of	Sometimes	Never	Mean
				4	the time	2	1	
The student prepares ensemble music in home practice	Both schools	Winter	38	5%	61%	34%	0%	2.7
	Both schools	Spring	28	14%	36%	50%	0%	2.6
	Ascension	Winter	27	4%	67%	30%	0%	2.7
	Ascension	Spring	15	20%	47%	33%	0%	2.9
	Whittier	Winter	11	9%	46%	46%	0%	2.6
	Whittier	Spring	13	8%	23%	69%	0%	2.4

7. Students' report of practice

			N	Yes, a lot	Yes, a little	No	Mean
				3	2	1	
Do you practice your instrument?	Both schools	Fall	73	62%	27%	11%	2.5
	Both schools	Spring	64	58%	38%	5%	2.5
	Ascension	Fall	29	48%	45%	7%	2.4
	Ascension	Spring	25	28%	60%	12%	2.2
	Whittier	Fall	44	71%	16%	14%	2.6
	Whittier	Spring	39	77%	23%	0%	2.8
Do you like to practice your instrument?	Both schools	Fall	73	73%	21%	7%	2.7
	Both schools	Spring	64	56%	31%	13%	2.4
	Ascension	Fall	28	57%	29%	14%	2.4
	Ascension	Spring	25	36%	36%	28%	2.1
	Whittier	Fall	45	82%	16%	2%	2.8
	Whittier	Spring	39	69%	28%	3%	2.7

8. Students' report of place to practice

			N	Yes	No
Do you have a place to practice at home?	Both schools	Fall	71	82%	18%
	Both schools	Spring	64	84%	16%
	Ascension	Fall	28	86%	14%
	Ascension	Spring	25	72%	28%
	Whittier	Fall	43	79%	21%
	Whittier	Spring	39	92%	8%

Goal: Parents or caregivers are engaged in music program and child's participation

9. Students' report of encouragement from home

			N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does someone at home encourage you to practice your music?	Both schools	Fall	113	67%	22%	11%	2.6
	Both schools	Spring	72	68%	22%	10%	2.6
	Ascension	Fall	57	61%	25%	14%	2.5
	Ascension	Spring	25	48%	44%	8%	2.4
	Whittier	Fall	56	73%	20%	7%	2.7
	Whittier	Spring	47	79%	11%	11%	2.7
Does someone at home come to your performances?	Both schools	Fall	73	69%	19%	12%	2.6
	Both schools	Spring	68	69%	21%	10%	2.6
	Ascension	Fall	30	63%	30%	7%	2.6
	Ascension	Spring	24	71%	21%	8%	2.6
	Whittier	Fall	43	72%	12%	16%	2.6
	Whittier	Spring	44	68%	21%	11%	2.6

Goal: Students are further motivated to develop musical skills

10. Students' desire to continue in the MacPhail music program next year

			N	Yes	Maybe	No
Would you like to continue in the MacPhail music program next year? ¹	Both schools	Fall	107	70%	22%	8%
	Both schools	Spring	72	61%	29%	10%
	Ascension	Fall	56	89%	30%	11%
	Ascension	Spring	25	40%	44%	16%
	Whittier	Fall	51	82%	12%	6%
	Whittier	Spring	47	72%	21%	6%

¹ For the 61 students that answered this question, a significantly lower percentage said they would like to continue with the program in the spring than they had in the fall. (Fall 73%, Spring 57%; $p \leq .05$). Student explanations can be found in Figure A9.

Additional results: Instructor relationship

11. Students' report of relationship with instructor

			N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Does your instructor encourage you to do well in your music?	Both schools	Fall	-	-	-	-	-
	Both schools	Spring	72	79%	18%	3%	2.8
	Ascension	Fall	-	-	-	-	-
	Ascension	Spring	25	72%	28%	0%	2.7
	Whittier	Fall	-	-	-	-	-
	Whittier	Spring	47	83%	13%	4%	2.8
Do you understand your instructor when he or she teaches you new things?	Both schools	Fall	-	-	-	-	-
	Both schools	Spring	72	60%	40%	0%	2.6
	Ascension	Fall	-	-	-	-	-
	Ascension	Spring	25	60%	40%	0%	2.6
	Whittier	Fall	-	-	-	-	-
	Whittier	Spring	47	60%	40%	0%	2.6

12. Students' desire to continue with the MacPhail faculty next year

			N	Yes	Maybe	No
Would you like to continue lessons with the same instructor next year?	Both schools	Fall	-	-	-	-
	Both schools	Spring	71	61%	28%	11%
	Ascension	Fall	-	-	-	-
	Ascension	Spring	25	36%	48%	16%
	Whittier	Fall	-	-	-	-
	Whittier	Spring	46	74%	17%	9%

Additional results: Students' satisfaction

13. Students' report of satisfaction and program components

			N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like the MacPhail music program? ¹	Both schools	Fall	113	81%	17%	2%	2.8
	Both schools	Spring	72	60%	35%	6%	2.5
	Ascension	Fall	56	75%	51%	4%	2.7
	Ascension	Spring	25	36%	52%	12%	2.2
	Whittier	Fall	57	88%	12%	0%	2.9
	Whittier	Spring	47	72%	26%	2%	2.7
Do you like learning to play your instrument?	Both schools	Fall	114	83%	15%	2%	2.8
	Both schools	Spring	71	82%	14%	4%	2.8
	Ascension	Fall	57	75%	23%	2%	2.7
	Ascension	Spring	24	58%	33%	8%	2.5
	Whittier	Fall	57	91%	7%	2%	2.9
	Whittier	Spring	47	94%	4%	2%	2.9
Do you like learning new pieces of music?	Both schools	Fall	112	83%	11%	6%	2.8
	Both schools	Spring	71	70%	28%	1%	2.7
	Ascension	Fall	55	78%	13%	9%	2.7
	Ascension	Spring	24	50%	46%	4%	2.5
	Whittier	Fall	57	88%	9%	4%	2.8
	Whittier	Spring	47	81%	19%	0%	2.8

¹ For the 65 students that completed pretest and posttest data, there was a significant difference between the average rating at pretest, 2.8, and posttest, 2.5. $p \leq .001$

Additional results: Attendance and preparation

14. MacPhail faculty report of how often students attended lessons

Percentage of lessons attended	Both schools				Ascension				Whittier			
	Winter (N=83)		Spring (N=80)		Winter (N=27)		Spring (N=27)		Winter (N=56)		Spring (N=53)	
	N	%	N	%	N	%	N	%	N	%	N	%
≤50%	1	1%	0	0%	0	0%	0	0%	1	2%	0	0%
51% to 60%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
61% to 70%	1	1%	2	3%	0	0%	1	4%	1	2%	1	2%
71% to 80%	3	4%	6	8%	0	0%	1	4%	3	5%	5	9%
81% to 90%	12	14%	14	18%	4	15%	5	19%	8	1%	9	17%
91% to 99%	19	23%	24	30%	9	33%	11	41%	10	18%	13	24%
100%	47	57%	34	43%	14	52%	9	33%	33	59%	25	47%
Average	95%		93%		95%		91%		94%		94%	

15. MacPhail faculty report of how often students attended lessons with string instruments ready to play

Percentage of lessons attended with string instruments in hand and in working order	Both schools				Ascension				Whittier			
	Winter (N=30)		Spring (N=30)		Winter (N=26)		Spring (N=27)		Winter (N=4)		Spring (N=3)	
	N	%	N	%	N	%	N	%	N	%	N	%
≤50%	1	3%	1	3%	0	0%	1	4%	1	25%	0	0%
51% to 60%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
61% to 70%	1	3%	2	7%	1	4%	2	7%	0	0%	0	0%
71% to 80%	4	13%	5	17%	3	11%	3	11%	1	25%	2	67%
81% to 90%	5	17%	2	7%	4	15%	2	7%	1	25%	0	0%
91% to 99%	8	27%	8	27%	7	27%	8	30%	1	25%	0	0%
100%	11	37%	12	40%	11	42%	11	41%	0	0%	1	33%
Average	88%		89%		92%		92%		67%		83%	

16. MacPhail faculty report of how often students attended lessons with written materials present

Percentage of lessons attended with written materials present	Both schools				Ascension				Whittier			
	Winter (N=74)		Spring (N=71)		Winter (N=27)		Spring (N=27)		Winter (N=47)		Spring (N=44)	
	N	%	N	%	N	%	N	%	N	%	N	%
≤50%	5	7%	16	23%	1	4%	3	11%	4	9%	13	30%
51% to 60%	2	3%	2	3%	1	4%	0	0%	1	2%	2	5%
61% to 70%	6	8%	2	3%	1	4%	1	4%	5	11%	1	2%
71% to 80%	6	8%	13	18%	1	4%	3	11%	5	11%	10	23%
81% to 90%	12	16%	7	10%	3	11%	3	11%	9	19%	4	9%
91% to 99%	16	22%	18	25%	6	22%	8	30%	10	21%	10	23%
100%	27	37%	13	18%	14	52%	9	33%	13	28%	4	9%
Average ¹	86%		75%		91%		85%		83%		69%	

¹ For the 69 students that had completed attendance records at pretest and posttest, there was a significant difference between the average percentage at pretest, 86 percent, and posttest, 76 percent. $p \leq .001$.

17. MacPhail faculty report of how often students attend ensemble classes

Percentage of ensemble sessions attended	Both schools				Ascension				Whittier			
	Winter (N=26)		Spring (N=38)		Winter (N=15)		Spring (N=25)		Winter (N=11)		Spring (N=13)	
	N	%	N	%	N	%	N	%	N	%	N	%
≤50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
61% to 70%	0	0%	1	3%	0	0%	1	4%	0	0%	0	0%
71% to 80%	1	4%	5	13%	0	0%	1	4%	1	9%	4	31%
81% to 90%	6	23%	4	11%	6	40%	4	16%	0	0%	0	0%
91% to 99%	3	12%	19	50%	0	0%	15	60%	3	27%	4	31%
100%	16	62%	9	23%	9	60%	4	16%	7	64%	5	39%
Average ¹	96%		90%		96%		90%		96%		91%	

¹ For the 23 students that had completed attendance records at pretest and posttest, there was a significant difference between the percentage of days attended at pretest, 96 percent, and posttest, 89 percent. $p \leq .005$.

18. MacPhail faculty report of how often students attend musicianship classes

Percentage of ensemble sessions attended	Both schools				Ascension				Whittier			
	Winter (N=22)		Spring (N=20)		Winter (N=14)		Spring (N=13)		Winter (N=8)		Spring (N=7)	
	N	%	N	%	N	%	N	%	N	%	N	%
<50%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
51% to 60%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
61% to 70%	1	5%	2	10%	1	7%	1	8%	0	0%	1	8%
71% to 80%	4	18%	1	5%	1	7%	1	8%	3	38%	0	0%
81% to 90%	3	14%	1	5%	3	21%	1	8%	0	0%	0	0%
91% to 99%	6	27%	5	25%	5	36%	4	31%	1	13%	1	14%
100%	8	36%	11	55%	4	29%	6	46%	4	50%	5	71%
Average	90%		93%		89%		92%		90%		95%	

19. MacPhail faculty report of preparation for musicianship classes

Behavior		N	Always	Most of the time	Sometimes	Never	Mean
			4	3	2	1	
The student is ready to begin at the start of class	Both schools Winter	29	17%	69%	10%	3%	3.0
	Both schools Spring	26	15%	81%	4%	0%	3.2
	Ascension Winter	14	0%	93%	7%	0%	2.9
	Ascension Spring	13	8%	92%	0%	0%	3.1
	Whittier Winter	15	33%	47%	13%	7%	3.1
	Whittier Spring	13	23%	69%	8%	0%	3.2
The student brings materials including worksheets and a pencil	Both schools Winter	30	30%	27%	43%	0%	2.9
	Both schools Spring	26	15%	81%	4%	0%	3.1
	Ascension Winter	14	0%	14%	86%	0%	2.1
	Ascension Spring	13	8%	92%	0%	0%	3.1
	Whittier Winter	16	56%	38%	6%	0%	3.5
	Whittier Spring	13	23%	69%	8%	0%	3.2

Additional results: Student behavior

20. MacPhail faculty report of behavior during lessons

Behavior			N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	Both schools	Winter	83	60%	29%	11%	0%	3.5
	Both schools	Spring	80	51%	35%	14%	0%	3.4
	Ascension	Winter	27	48%	33%	19%	0%	3.3
	Ascension	Spring	27	41%	37%	22%	0%	3.2
	Whittier	Winter	56	66%	27%	7%	0%	3.6
	Whittier	Spring	53	57%	34%	9%	0%	3.5
The student pays attention	Both schools	Winter	83	54%	41%	5%	0%	3.5
	Both schools	Spring	80	48%	45%	8%	0%	3.4
	Ascension	Winter	27	56%	41%	4%	0%	3.5
	Ascension	Spring	27	52%	37%	11%	0%	3.4
	Whittier	Winter	56	54%	41%	5%	0%	3.5
	Whittier	Spring	53	45%	49%	6%	0%	3.4
The student follows direction	Both schools	Winter	82	57%	38%	5%	0%	3.5
	Both schools	Spring	80	63%	28%	10%	0%	3.5
	Ascension	Winter	27	63%	33%	4%	0%	3.6
	Ascension	Spring	27	82%	7%	11%	0%	3.7
	Whittier	Winter	55	55%	40%	6%	0%	3.5
	Whittier	Spring	53	53%	38%	9%	0%	3.4
The student is ready to play throughout the class	Both schools	Winter	83	59%	36%	5%	0%	3.5
	Both schools	Spring	80	59%	29%	11%	1%	3.5
	Ascension	Winter	27	48%	44%	7%	0%	3.4
	Ascension	Spring	27	48%	41%	11%	0%	3.4
	Whittier	Winter	56	64%	32%	4%	0%	3.6
	Whittier	Spring	53	64%	23%	11%	2%	3.5
The student has positive participation in the lesson	Both schools	Winter	83	72%	23%	5%	0%	3.7
	Both schools	Spring	80	71%	23%	6%	0%	3.7
	Ascension	Winter	27	67%	30%	4%	0%	3.6
	Ascension	Spring	27	63%	33%	4%	0%	3.6
	Whittier	Winter	56	75%	20%	5%	0%	3.7
	Whittier	Spring	53	76%	17%	8%	0%	3.7

21. MacPhail faculty report of behavior during musicianship classes

Behavior			N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student pays attention	Both schools	Winter	30	17%	70%	13%	0%	3.0
	Both schools	Spring	26	23%	69%	8%	0%	3.2
	Ascension	Winter	14	0%	93%	7%	0%	2.9
	Ascension	Spring	13	8%	92%	0%	0%	3.1
	Whittier	Winter	16	31%	50%	19%	0%	3.1
	Whittier	Spring	13	39%	46%	15%	0%	3.2
The students participates fully in class ¹	Both schools	Winter	29	21%	69%	7%	3%	3.1
	Both schools	Spring	25	28%	68%	4%	0%	3.2
	Ascension	Winter	13	8%	92%	0%	0%	3.1
	Ascension	Spring	13	8%	92%	0%	0%	3.1
	Whittier	Winter	16	31%	50%	13%	6%	3.1
	Whittier	Spring	12	50%	42%	8%	0%	3.4
The students demonstrates respect and is helpful of other students	Both schools	Winter	30	23%	63%	13%	0%	3.1
	Both schools	Spring	26	27%	65%	8%	0%	3.2
	Ascension	Winter	14	7%	93%	0%	0%	3.1
	Ascension	Spring	13	8%	92%	0%	0%	3.1
	Whittier	Winter	16	38%	38%	25%	0%	3.1
	Whittier	Spring	13	46%	39%	15%	0%	3.3

¹ For the 23 students that had completed pretests and posttests, there was a significant difference between the average rating at pretest, 3.0, and posttest, 3.3. $p \leq .05$.

22. MacPhail faculty report of behavior during ensemble classes

Behavior			N	Always 4	Most of the time 3	Sometimes 2	Never 1	Mean
The student is cooperative in a group setting	Both schools	Winter	38	53%	40%	8%	0%	3.5
	Both schools	Spring	39	62%	31%	8%	0%	3.5
	Ascension	Winter	27	48%	44%	7%	0%	3.4
	Ascension	Spring	26	58%	31%	12%	0%	3.5
	Whittier	Winter	11	64%	27%	9%	0%	3.6
	Whittier	Spring	13	69%	31%	0%	0%	3.7
At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	Both schools	Winter	39	41%	49%	10%	0%	3.3
	Both schools	Spring	39	39%	54%	8%	0%	3.3
	Ascension	Winter	28	46%	43%	11%	0%	3.4
	Ascension	Spring	26	35%	54%	12%	0%	3.2
	Whittier	Winter	11	27%	64%	9%	0%	3.2
	Whittier	Spring	13	0%	0%	46%	54%	3.5
The student follows directions in the ensemble	Both schools	Winter	36	36%	52%	11%	0%	3.3
	Both schools	Spring	39	56%	36%	8%	0%	3.5
	Ascension	Winter	25	40%	44%	16%	0%	3.2
	Ascension	Spring	26	62%	27%	12%	0%	3.3
	Whittier	Winter	11	27%	73%	0%	0%	3.5
	Whittier	Spring	13	46%	54%	0%	0%	3.5

Additional results: School data

23. Students' attitudes about school subjects

			N	Yes, a lot 3	Yes, a little 2	No 1	Mean
Do you like math? ¹	Both schools	Fall	112	69%	22%	9%	2.6
	Both schools	Spring	70	51%	31%	17%	2.3
	Ascension	Fall	56	70%	25%	5%	2.6
	Ascension	Spring	25	44%	44%	12%	2.3
	Whittier	Fall	56	68%	20%	13%	2.6
	Whittier	Spring	45	56%	24%	20%	2.4
Do you like reading?	Both schools	Fall	112	71%	23%	6%	2.6
	Both schools	Spring	72	68%	25%	7%	2.6
	Ascension	Fall	55	56%	36%	7%	2.5
	Ascension	Spring	25	52%	40%	8%	2.4
	Whittier	Fall	57	84%	11%	5%	2.8
	Whittier	Spring	47	77%	17%	6%	2.7

¹ For the 61 students that completed pretests and posttests, there was a significant difference between the average rating at pretest, 2.5 and posttest, 2.3. $p \leq .05$.

24. Ascension and Whittier students' school attendance during the 2005-06 school year

Percentage of days attending school	Ascension ¹		Whittier ³	
	N=22 ²		N=40	
100%	3	14%	3	8%
97% to 99%	12	55%	18	45%
95% to 96%	2	9%	7	18%
92% to 94%	1	5%	5	13%
90% to 91%	1	5%	5	13%
<90%	3	14%	2	5%

Note. ¹ Ascension school supplied report cards for 14 students in fourth grade, 6 in fifth grade, 2 in sixth grade, 1 in seventh grade, and 4 in eighth grade.

² Although the school supplied 27 report cards for Ascension students, 5 did not have any attendance data. Since the school did not report the total number of school days, the attendance percentages were calculated using 168 school days.

³ Whittier school supplied report cards for 17 students in second grade, 18 in third grade, and 5 in fourth grade.

25. Ascension students' math and English grades during the 2005-06 school year

Grades	Math				English			
	First quarter N=27		Fourth quarter N=27		First quarter N=27		Fourth quarter N=27	
	N	%	N	%	N	%	N	%
A	13	48%	8	30%	12	44%	13	48%
B	9	33%	9	33%	9	33%	6	22%
C	4	15%	7	26%	5	19%	6	22%
D	1	3%	3	11%	1	3%	2	7%
F	0	0%	0	0%	0	0%	0	0%

Note. The students' grades were collapsed into the A through F categories. For example, grades of B+, B, and B- were collapsed into a category of B.

26. Changes in Ascension students' math and English grades during the 2005-06 school year

Change in grade	Math N=27		English N=27	
	N	%	N	%
Increased	2	7%	7	26%
Maintained	13	48%	12	44%
Decreased	12	44%	8	30%

27. Whittier students' math and English grades during the 2005-06 school year

	N	1 – Needs continuous teacher support		2 – Approaching standard		3 – At standard		4 – Above standard	
		#	%	#	%	#	%	#	%
Reading									
Uses reading strategies	40	0	0%	11	28%	22	55%	7	18%
Understands what is read	39	0	0%	7	18%	26	67%	6	15%
Uses phonetic skills/Uses decoding skills ¹	40	0	0%	5	13%	28	70%	7	18%
Learns and understands new words	40	0	0%	6	15%	23	58%	11	28%
Reads fluently with expression	40	0	0%	11	28%	24	60%	5	13%
Reads independently	40	0	0%	6	15%	24	60%	10	25%
Writing									
Uses a process for writing	39	0	0%	19	49%	16	41%	4	3%
Writes for a variety of purposes	39	0	0%	8	21%	28	72%	3	8%
Organizes writing appropriately	36	0	0%	12	33%	20	56%	4	11%
Uses details	36	1	3%	10	28%	19	53%	6	17%
Locates and uses information	34	0	0%	10	29%	20	59%	4	12%
Uses correct grammar, capitalization, and punctuation	39	0	0%	10	26%	26	67%	3	8%
Spells assigned words correctly/spells grade appropriate words correctly ¹	39	0	0%	10	26%	25	64%	4	10%
Writes legibly	39	0	0%	10	26%	24	62%	5	13%
Speaking and listening									
Listens for meaning in discussions and conversations	37	0	0%	3	8%	25	68%	9	24%
Speaks easily conveying ideas in discussions and conversations	37	0	0%	3	8%	23	62%	11	30%
Math	38	1	3%	22	58%	14	37%	1	3%

Note: The four categories of progress and the descriptions for them are: Needs continuous teacher support - of work towards standard; Approaching standard – developing skills and concepts of standard with some help from teacher; At standard – achieves grade level expectation independently after instruction; Above standard – shows outstanding and consistent mastery of standards across content areas.

¹ For these items, the first description is for second grade and the second description is for third and fourth grade.

Appendix

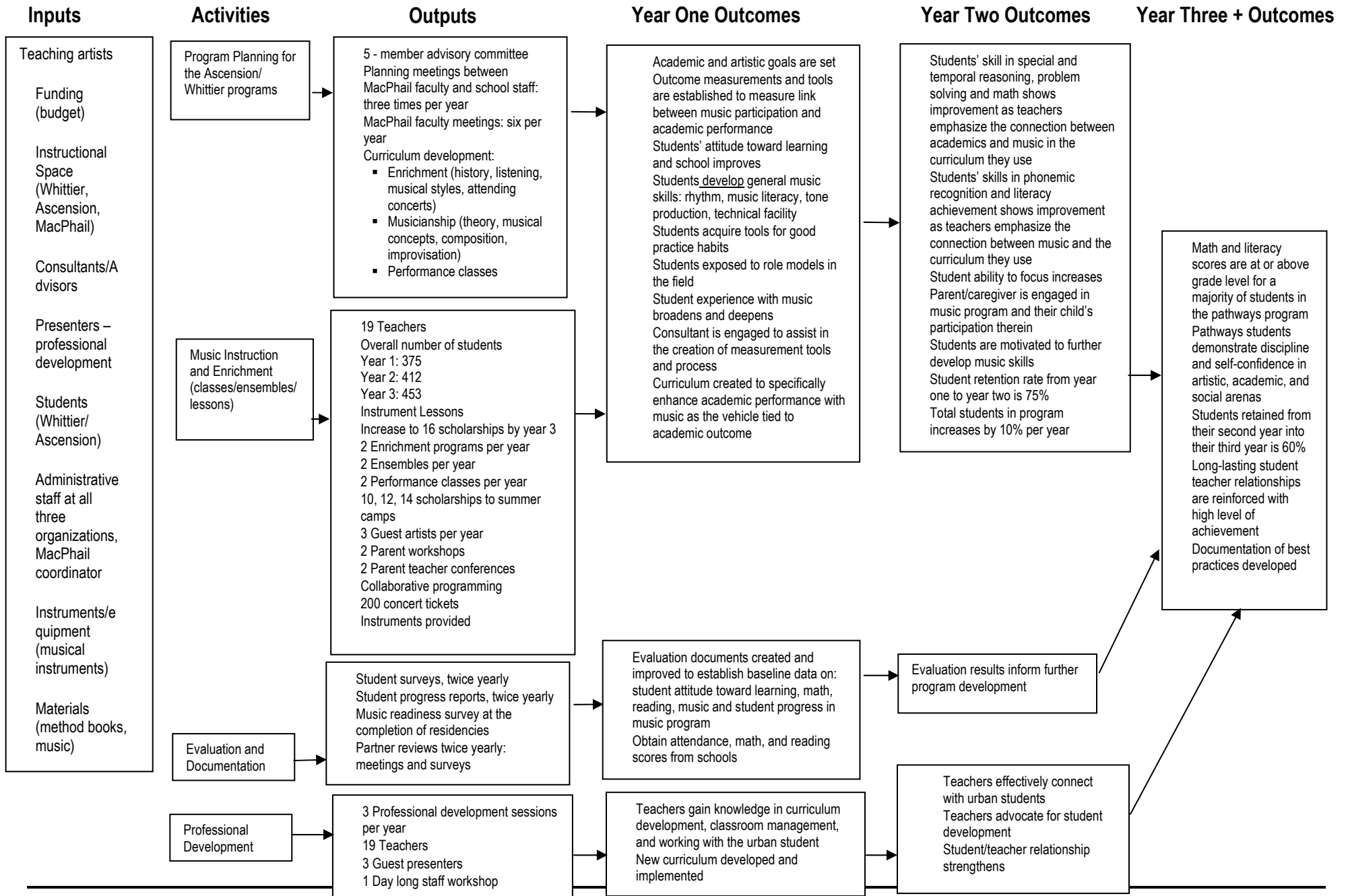
Logic model

Open ended responses

Survey instruments

Logic model

MacPhail Center for Music ~ Updated December 2005 Pathways to Performance Ascension/Whittier Program Logic Model



A1. Faculty report of student's accomplishments in lessons**What are the student's other accomplishments in lessons?**

Ascension winter

[Student] has performed solidly on playing tests in class.

Cello posture, bow hold, cello hand set up, playing with both hands (bow and fingers).

Cello posture, bow hold, playing with hands together (bow and fingers).

Cello posture, put bow and cello hands together.

Daily practice is necessary to learn a stringed instrument. I have never seen that any practice is evident. Think through the assignments every day and practice carefully.

Good enthusiastic attitude.

Good preparation.

High level of interest.

I think [Student] is interested in the violin but until daily practice happens in the weekly routine, accomplishments will not be shown to me at weekly lessons.

I think [Student] is interested in the violin but I've never had a lesson with her that was well prepared with daily practice. When this happens, I can talk about student accomplishments. She is attentive at lessons.

I was very proud of [Student] for coming and performing for my studio recital. He overcame his fear and was proud of himself.

[Student] has made some headway in preparing repertoire assignments for the lesson.

Left hand shape has improved, coordination is much better.

Listens well at lessons to the specifics for practicing good form, rhythm and in tune notes. Follow through at home is needed.

Loves violin.

[Student] listens very well for "ringing tones" and has learned to play well in tune.

Overall skills are improving! [Student] is applying problem solving strategies to set specific goals and to master them.

She comes to her lessons.

A1. Faculty report of student's accomplishments in lessons (continued)**What are the student's other accomplishments in lessons?**

Whittier winter

[Student] is progressing well.

[Student] is a joy to teach – great personality and energy.

[Student] is a hard worker – and is very enthusiastic about playing the piano. He is doing great. Keep it up!

An enthusiastic and cooperative learner! Keep up the good work.

[Student's] small muscle coordination continues to improve and develop. A good reader. Keep it up.

[Student] has really caught on to reading and is doing very well. Keep up the good work.

[Student] is really catching on to reading music! Keep up the good work.

Enthusiastic and cooperative. Great work.

Excellent reader good work.

[Student's] reading and rhythm skill are developing nicely.

[Student] can really read music, a good improvement over the last semester! Keep it up.

I enjoy teaching [Student]. She is very sweet and cheerful.

[Student] is progressing well.

[Student] is simply a wonderful student to work with.

[Student] is an excellent student.

[Student] is cheerful well behaved student.

[Student] has a great attitude and has been working hard.

[Student] has shown a lot of improvement this semester. He is coming much more prepared now and is making good progress. Very good attitude.

[Student] is an outstanding student.

[Student] is doing well in piano class.

[Student] is an excellent student.

[Student] is a delightful student.

[Student] is a good student. (3 respondents)

[Student] is an excellent reader – and she can really play well. Keep it up.

[Student] is an excellent reader and is doing very well. His focus and attention have really improved. Keep up the good work.

A1. Faculty report of student's accomplishments in lessons (continued)**What are the student's other accomplishments in lessons?**

Whittier winter (continued)

[Student] has greatly improved in the last few weeks. I can really see that he is practicing more at home. [Student] has improved his reading and rhythm skills.

[Student] has played very well for performance tests in class.

[Student] is a fine student.

[Student] earns concepts in class and participates in activities.

[Student] is a good reader and does quite well when he is engaged.

[Student] is an excellent student. She is very progressive.

Very pleasant attitude – developing good technique at the piano.

[Student] is a pleasure to work with. He is enthusiastic and a good worker. He especially enjoys Twinkle, Twinkle.

When [Student] is focused she can really express herself with the music. Keep up the good work.

[Student] is always well behaved and pleasant.

Ascension spring

[Student] has been a pleasure to teach this year.

[Student] has repertoire pieces now and is gaining with her knowledge of good posture, hand position, and bowing. Reading accurate notes and rhythm has begun.

[Student] has made wonderful progress this year. I hope she continues in the fall.

I really appreciate [Student's] positive attitude and personality. She takes excellent notes during lessons.

I think posture and hand position have become a recognized ingredient for good viola playing. She needs to practice this and reinforce good tone and accurate notes.

I was very proud of [Student] for performing at the recital in April. What a great achievement to perform with good intonation and beautiful tone!

[Student] is starting to make connections between her hoped for outcomes and the preparation she's willing/able to do.

Knowledge/understanding of basic cello set up, notes in first position, D major scale, Twinkle theme, twinkle harmony.

Learned his last two pieces in two weeks!

[Student] is showing more comfort with her instrument – she also growing out of the current size.

[Student] is showing interest in learning new songs and does a very good job focusing on each task/skill that is being worked on in the lesson.

A1. Faculty report of student's accomplishments in lessons (continued)**What are the student's other accomplishments in lessons?**

Ascension spring (continued)

[Student] shows occasional glimmers of high ability and potential to be a quite good violinist – what he does accomplish with so little practice or evidence of investment speaks volumes!

[Student] not only is a hard worker and always ready to learn new things but she is also a leader and helper to other students. This is just great to see.

She has an excellent ear and I'm proud of her progress. I hope she continues in the fall.

[Student] has significantly improved her bow hand over the last semester and is beginning to implement better to focus, to remember finger positions, and form for pieces learned without music.

When I worked with [Student] by guiding her bow, shaping her hands, and explaining it's clef notes for viola every week, she could produce at a lesson. Needed the same instruction each week as no noticeable practice took place this year.

[Student] had times of doing a really good job learning from watching other students and applying it to her own playing.

Whittier spring

A supportive, cooperative class member. Works hard and accomplishes! Helps others in class.

[Student] has improved his note reading and rhythm skills. (2 respondents)

[Student's] enthusiasm and motivation have been very good. I've enjoyed working with her this year. Keep playing over the summer, [Student]!

[Student's] reading has really improved this year. We can continue to work on expanding reading range.

[Student] is extremely enjoyable.

[Student] is very cooperative in class, always comes prepared, and works hard! Much improved hand position. Good work!

[Student] has a very natural approach to playing the violin. She has a good ear for hearing the right pitch. She also plays with a good tone.

Awesome work this year!

Beautiful tone and excellent reading skills. [Student] really became focused this last semester – fun to have in class!

[Student] is a pleasure to work with – she is a lot of fun and is doing very well. She is a good reader!

[Student] always tried very hard. She is progressing very nicely. I hope she takes piano class next year, too!

Excellent reader. A pleasure to have in class – very respectful to students and teacher. A hard worker. I have really enjoyed [Student].

[Student's] done very well he's musical and cooperative.

Good work this year!

I'm really impressed with [Student's] work – all on his own – with "Last Train to Clarksville"!

It is apparent that [Student] likes to perform for an event, like a concert. She seemed to enjoy playing duets.

[Student] has improved his counting and rhythm skills.

A1. Faculty report of student's accomplishments in lessons (continued)**What are the student's other accomplishments in lessons?**

Whittier spring (continued)

[Student] has gotten better at finding her starting positions.

[Student] is really good at this when he works at it! I enjoy his energy – it really helps when he puts it toward work.

[Student] is a good student – he learns quickly and plays well.

[Student] has been a joy to teach this year. I've enjoyed seeing him master challenges in the music – his music reading and playing have both improved this year! Keep playing over the summer, [Student]!

[Student] is a very nice and respectful boy! I enjoyed getting to know him.

[Student] has been really fun to work with. He has had a very good attitude all semester – keep playing over the summer, [Student]!

[Student's] become more comfortable using the pedal. She's also very good at learning music on her own.

[Student] is fun to teach – he is eager, energetic, and fun.

[Student's] playing has always been fun to hear – very spirited with a lot of character. Good work – have enjoyed working with her.

[Student] really seems to enjoy playing piano – works hard and has a lovely sound. Great work with both hands.

[Student] has improved her counting and rhythm skills.

[Student] has improved his note reading and rhythm skills.

[Student] is learning quickly! I hope she takes piano class next year!

Nearly completed Suzuki Book 1.

[Student] is a hard worker – always comes prepared with her pieces. I enjoy her energy!

[Student] is an excellent reader! He has done a tremendous job of playing with all five fingers on both hands. A talented pianist!

[Student] has had a good year – is a good reader and plays very well. Have enjoyed working with him!

[Student] was evaluated in playing tests several times during the year and was always one of the top scores.

[Student] has gotten better at reading music and learning songs.

[Student] has a beautiful tone and plays very expressively.

Sound and understanding of the musical score have really grown!

[Student] has improved her note reading and rhythm skills. She always tries hard to do well.

[Student] did a good job with her recital songs in class.

[Student] is a very bright boy. When he is focused on working, he does very well. Hope he will be able to apply himself to work more consistently in the future.

[Student] improved her reading and playing skills – it's coming along!

[Student] has improved her note reading and rhythm skills.

[Student] is developing into a fine pianist. She is good at reading music and counting.

[Student] is a very nice person to have in class. I look forward to his continued growth and confidence with piano – doing great!

A2. Faculty report of student's lesson goals for the coming months

What are the student's lesson goals for the coming months?

Ascension winter

[Student] needs to get organized and get back into the routine of bringing instrument and materials to class. He needs to step up and do his practice at home more faithfully.

Two major goals: 1) become more comfortable with bow hold to help with stronger bow stroke; 2) strengthen reading skills so you can accurately read the pieces that your group is working on.

As with orchestra, [Student] needs to work on dealing with transitions, keeping her focus while we transfer from one room to another or from one topic to another.

Become more comfortable with bow stroke; playing rhythms with bow moving up to playing Twinkle with bow.

Continue to build techniques and familiarize yourself with the violin and fingerboard.

Continue to gain technical facility.

Continued focus on finger dexterity and tone production.

Daily practice is necessary to learn an instrument. Prepare all details for the lesson, each day. [Student] could play really well.

Enjoy your violin every day at home, not just at your lesson time. Think through the details and all assignments.

I hope [Student] has more accomplishments this semester studying with another instructor.

I want [Student] to develop more ownership in her playing and practice. She is smart but is often lazy in her practice. I am working at emphasizing her smartness.

I would like [Student] to perform again at my studio recital on May 21st. I will want him to perform "Song of the Wind." I plan on showing him how to play with low 2nd finger soon which will help him be able to play the following pieces in Book 1.

Listen for ringing tones to be able to play in tune. Master bow arm hinge.

Listen for and play ringing tones (intonation) and work on bow arm hinge.

More confidence with notes and rhythms.

More practice is necessary and more confidence of notes and rhythms.

More specific hand shape on the bow; steady, straight bow motion w/out elbow pulling.

Needs regular practice with attention to details from the lesson. Instructions are given each week. A musician needs to practice every week, every day to learn an instrument.

Relaxed cello hand, ringing notes (intonation), bow arm hinge.

[Student] is doing really well on all the things we have worked on and is now just learning things. A good goal is to be able to play "Twinkle" with "Pepperoni Pizza/Marshmallow" rhythms.

Show more evidence of preparation during the week between lessons – [Student] could be an amazing player if he applied himself more.

There have been too many times that [Student] forgot her viola or her music. She does not come to lessons well prepared with a clear idea in her mind about what her assignments were for the week.

We are working on the last pieces in Suzuki Book 1. She is making great progress. Her posture isn't consistent but she understands that it is a goal.

Work on bow hold and bowing patterns. Improve reading skills with "I Can Read Music" book.

Be able to play "Twinkle Pizza." More consistently remember hamster space on left hand. More consistently keep pinky curved, thumb bent; bow hand.

**A2. Faculty report of student's lesson goals for the coming months
(continued)**

What are the student's lesson goals for the coming months?

Ascension spring

Get organized – keep practice materials together with violin at all times. Schedule regular practice sessions at a normal part of the day.

I only saw [Student] for one-half the weeks in a semester with instrument and music so only six present in full out of 12. This is too inconsistent for me to teach a step by step approach to string playing. Regular attendance needed with violin and music.

[Student] should take summer lessons! She always makes some good progress and thrives in the move "relaxed" environment. We need also to evaluate and plan for her continued study next year in 9th grade.

Make a commitment to participate fully in his studies if he intends to continue – make a plan for how violin study will or will not be part of his curriculum in 9th grade.

[Student] should take summer lessons! We also need to discuss her plan for continued study once she's in 9th grade in the fall.

[Student], technique is looking solid and she is very ready to move on to learn new songs putting together using the bow and the left hand.

Practice to make all accomplishments listed above EASY.

Practice to make D major scale and "Twinkle Twinkle" easier.

Practice to make D major scale and "Twinkle Twinkle Little Star," easy with good technique (bow hold, soft thumb, curvy fingers).

She needs to be routine with practice. A daily practice schedule and attend to the details from the lesson.

She tells me about practicing piano regularly and this is what viola needs if [Student] wants to play.

She needs to become responsible for her weekly assignments with daily practice efforts. Viola and music were not present, also.

[Student] is hoping to do summer lessons.

Work on note reading with "I Can Read Music" book. Continue to work on beautiful tone in everything you play.

I'd really like [Student] to become comfortable holding the instrument tall and learn to check her bow hand on her own. If she can accomplish these, many other violin skills will become easier.

[Student] needs to count when he practices.

Consistency. Build stronger bow motion, stronger tone.

Consistent daily practice to accomplish more understanding of songs.

Continue to work on consistency in practice, fluency in playing, (less stopping and starting) and more dynamic expression.

**A2. Faculty report of student's lesson goals for the coming months
(continued)**

What are the student's lesson goals for the coming months?

Ascension spring (continued) I'm not sure if this is Ascension spring or if it should be Whittier winter, there is a blank line in the page above and it's not marked.

I would like to see Fernando learn music more quickly (i.e., practice more at home) and do more with dynamics, articulation and other musical elements.

I would like [Student] to do more with pedaling and dynamics. She may not be able to work on these things on her keyboard.

Improve body line and posture; keep left hand straight.

[Student] needs to work on following directions and allowing the teacher to manage the class.

[Student] primarily needs to work on counting and practicing regularly.

[Student] needs to study the music for a moment to be sure he is in the correct place before he starts to play.

More attention to details – the music is not too difficult for her if she is focused. Work for more expression and consistent rhythm.

Strengthen and improve positions. (7 respondents)

[Student] needs to focus on learning note names.

[Student] needs to practice at home and work on the things we learn in class.

To continue developing reading skills, learn more songs and continue to focus on class songs.

To continue to develop reading and playing skills. (3 respondents)

To continue to develop reading skills and understanding of music.

To continue to develop skills and learn new songs – steps and slaps and two hand playing.

To continue to get comfortable with reading on the staff and start to play music with two hands.

To continue to improve playing skills – specifically using the whole hand (all fingers) and two hands.

To continue to practice consistently so that progress in reading and playing continues.

To continue to develop skills and learn more songs.

To continue with above and to possibly play two hand pieces, to continue to develop rhythmic accuracy.

To get more comfortable with reading on the staff. Keep up the good work.

To keep developing the skills of reading, rhythm and using both hands.

To keep focused on music and not get frustrated when it feels hard. You can do it.

To work independently to understand about reading and playing music.

We need to work on the left hand shape. She has trouble holding the form.

We will continue developing reading, rhythm and technical skills. (5 respondents)

We will focus on technique, rhythm and expanding reading.

**A2. Faculty report of student's lesson goals for the coming months
(continued)**

What are the student's lesson goals for the coming months?

Ascension spring (continued) I'm not sure if this is Ascension spring or if it should be Whittier winter, there is a blank line in the page above and it's not marked.

We will work on developing [Student's] rhythm, reading, and technical skills.

We will work on expanding technical, rhythmic and reading skills.

We will work on technique, rhythm and expanding reading.

Working on positive tech. – continue to improve dynamic expression and tone.

Working through pieces faster – [Student] has talent, so we need to push her a bit more.

Would like to see [Student] play more musically – to incorporate dynamics and articulation.

[Student] must bring her own book to class and focus on learning the note names.

Whittier spring

Best of luck at your new school – keep in touch!

Continue to play – old favorites, make up new songs, etc. Have a good summer.

Continue to play favorite songs and spend some time at the piano.

Continue to play favorite songs, make up songs, and have fun at the piano.

Continue to play your favorite songs, make up songs, and play songs in the book with hands together.

[Student] has a great feel for the violin! I hope we can arrange to do summer lessons and see where she ends up in the fall.

Hope that [Student] can take summer lessons to continue the work she has done in class. She has great potential!

I hope to see [Student] over the summer. We can work to strengthen her positions and become more comfortable bowing.

I think [Student] has a lot of innate musical ability. I would love to work one-on-one with him over the summer.

I would like for [Student] to take summer lessons. He has made good progress but I would enjoy working on strengthening his posture and playing positions and spending time with the bow.

I would love to teach [Student] over the summer to keep the momentum going. She has improved in every area. I hope she will attend a middle school with a string program.

I'd like [Student] to progress even faster through her pieces – this will require more consistent and careful practice during the week. We'll continue to work on technique and expression as we go.

I'd like to see [Student] move a little faster through his music – he's certainly capable – it will require more consistent and careful practice during the week. We'll continue to work on improving technique as we go.

I'd like to work through more repertoires faster – this will require more consistent practice and careful attention. We'll continue to work on improving technique as we progress.

**A2. Faculty report of student's lesson goals for the coming months
(continued)****What are the student's lesson goals for the coming months?**

Whittier spring (continued)

[Student] is a strong student. Hopefully [Student] can take summer lessons to continue the progress she has made this year. I wish we had more time to spend working on bowing and improving the tone.

It would be of great benefit to [Student] if she could continue her music.

It would help [Student] if she would take time and commitment to secure her bow hold. She could improve knowing the names of the notes and where they are on the violin.

[Student] seems to have a natural feel for violin. I hope she can arrange to do summer lessons!

Keep him motivated to pursue violin in high school.

Keep playing over the summer! Learn at least three new songs. (7 respondents)

Keep playing piano this summer – learn the last few songs in your Piano for Children book. (11 respondents)

Keep playing through the summer – review old favorites, make up songs, play pieces hands together. Have a good summer!

Look forward to continuing this summer. We'll keep working on songs – and work to really incorporate the legato. Good work this year.

Look forward to seeing you this summer – we will continue to work on the above.

Look forward to seeing you this summer – we'll continue developing your reading skills and expand piano range.

[Student] has improved her posture quite a bit. I hope we can do summer lessons to continue strengthening her form and solidifying her positions.

Make up songs, review old songs, try some new ones.

May want to consider summer lesson to keep all skills going. Otherwise, continue to play favorite songs, make up songs, and enjoy the piano. Have a great summer!

Maybe summer lessons? That would be great. If not, continue to play some old favorites, make up songs, and try pieces in the book with two hands. Great job this year!

Maybe summer lessons? That would be great. Otherwise, continue to review old favorites work ahead to new pieces and make up songs.

[Student] has good potential. He seems to genuinely enjoy violin. I hope we can arrange summer lessons to work on strengthening and improving his form.

Review favorite songs – and take a look at new ones.

Review favorites on piano.

Summer lessons? That would be great! Otherwise – spend time at the piano, reviewing old favorites, and looking ahead to new songs.

Summer lessons? That would be great. Otherwise, continue to play favorite songs, make up songs, and play songs in the book with both hands together.

To continue to play during summer – play favorites, make up songs, play songs in book with two hands together. Have a good summer!

To expand technique and reading skills. Hope it works out for summer lessons – otherwise play your favorites, make up songs and work two handed pieces.

You're on a roll – let's keep it going!

A3. Faculty report of student's ensemble accomplishments

What are the student's other ensemble accomplishments?

Ascension winter

[Student's] improved ease with the instrument really shows in orchestra. He can keep up with the situation much better this year.

The ability to hold her part while others play different parts is improving.

Always prompt and prepared.

Eager and enthusiastic; quick to volunteer answers, solos.

Enthusiastic, well prepared.

Good student.

Great behavior and focus. Volunteers often, answering questions and playing solos.

Quick, energetic; well behaved.

Quiet and well behaved.

Seems to know A and D strings well.

Start working on being a positive contributor to the ensemble effort. Make note reading a major priority in lesson and at home practice.

Strong player, learns quickly and is eager.

Very enthusiastic; quick to volunteer answers and play solos.

Well organized, except sometimes music is missing.

Whittier winter

[Student] has continued to improve his skills and has made good choices on how he interacts/ listens in the group setting.

[Student] can pay the orchestra music – she is often helpful to her stand partner, who is not as experienced as she is.

[Student] has improved quite a bit over the semester. His behavior has improved as well keep up the progress.

[Student] is a solid student, well behaved and well prepared. She has done very well on her performance tests.

[Student] is always cheerful and well behaved in group class.

[Student] is always well behaved and respectful to the teacher and the students.

[Student] is consistently prepared to participate in group lessons. He listens and learns quickly.

[Student] is really shining this year. She is practicing a lot and moving through the books quickly.

[Student] shows his abilities on his instrument when he controls his focus. He plays well but is easily distracted.

[Student's] ensemble skills have really improved over the semester.

Enthusiastic, well prepared.

Pleasant to work with; she enjoys volunteering to play by herself.

Well disciplined.

A3. Faculty report of student's ensemble accomplishments (continued)

What are the student's other ensemble accomplishments?

Ascension spring

[Student] can achieve a lot with little effort – there is such good potential there.

[Student] has often been the glue that holds the violins together, giving some leadership by example or trying to stay focused on the process. Sight reading is improving.

[Student] is starting to show that she is taking charge of her personal musicianship.

[Student] shows occasional glimmers of achievement – properly motivated, she could be a quite skilled player!

Good final performance. (8 respondents)

Made the final performance.

More confident in his own playing.

Performed at partnership recital, played with group n final day, enthusiastic about his playing, sharing his accomplishments.

Positive attitude, strong group player.

Quick to volunteer a solo, polite and attentive (most of the time).

[Student's] progress with her own instrumental skills is really showing! She can be a real leader when she sets her mind to it.

There is evidence of real progress possible when he sets his mind to prepare.

Whittier spring

Excellent work – able to work hard and still have fun with the group. A good balance – a valuable contributor to the group.

[Student] became a much more cooperative and knowledgeable group member this semester.

[Student] is always a good student in group settings – he pays attention and tries hard. Very good attitude.

[Student] has a very sweet, courteous way about her. She is always polite and her behavior is outstanding, she will be a success no matter what she chooses to do.

[Student] was a more cooperative group member this semester.

[Student] was an active participant during group time and learned more as a result. Good job.

A4. Faculty report of student's ensemble goals for the coming months

What are the student's ensemble goals for the coming months

Ascension winter

Continue to focus on note reading, quickening the connection between what is on the page and where it is on the instrument.

Continues to make note reading a high priority – spend more time at home practicing working on note recognition.

Improve ensemble skills, playing together and watching conductor.

Improve class behavior, being respectful of teacher when not playing, keep instrument in rest position, pay better attention, improve ensemble skills – playing together, and watching conductor.

Improve ensemble skills: playing together and watching conductor. (8 respondents)

Improve record of bringing instrument and materials to class, improve ensemble skills: playing together and watching conductor.

Improve ensemble skills: being ready to play promptly, playing together, watching conductor.

Make note reading a big priority – skills with the instrument and understanding the notes on the printed page will improve participation in orchestra. I want to see more evidence of regular practice at home.

Start working to potential – there is a big difference between what I see in orchestra and what [Student] shows in the lesson – in both places, there needs to be more evidence of preparation during home practice.

Work on being able to "shift gears" from one task to another more quickly – transitions have seemed challenging.

Whittier winter

[Student] needs to believe he can try new things and that he will do well.

I want [Student] to start showing more positive leadership – more consistent leadership – this would include turning the above items to "exceeds" and "always."

Improve ensemble skills: playing together with conductor. (2 respondents)

Keep up with the lesson assignments and stronger presence in left hand.

More home practice, better preparation, functional attention, and effort in class.

When in group activities – to focus even more and continue to improve skills.

Ascension spring

Strengthen positions.

Continue forward progress by taking summer lessons.

Continue strengthening basic postures and note reading.

Continue working on note reading skills, coordination.

Hope she can take summer lessons to continue her progress.

I hope he can take summer lessons and/or participate in one of the summer workshop options so he can "stay in shape."

**A4. Faculty report of student's ensemble goals for the coming months
(continued)**

What are the student's ensemble goals for the coming months

Ascension spring (continued)

I hope [Student] will be able to take summer lessons and/or participate in one of the ensemble options to stay in this "forward motion" track I am seeing.

I hope that she will be able to continue lessons in the summer and keep working on sight reading skills so she doesn't lose her momentum.

I would like [Student] to take summer lessons and to participate more fully in the process – its time to start more "self direction" action.

Improve violin posture, strengthen arm positions.

Keep at it. I hope you can take summer classes.

Learn how to sit up properly and support good playing position. Work on coordinating fingers to notes.

Solidify basic posture and left hand shape.

Strengthen positions, note reading.

Summer lessons please, so she doesn't lose her momentum! I would like to sign her up for chamber camp or some other group experience.

Work on note reading skills.

Work on organization/planning skills. Strengthen note reading.

Work on paying attention in a group setting, self control.

Work on strengthening basic positions and note reading.

Whittier spring

Even more preparation and practice during the week will help for her ensemble pieces. Overall very good.

Good luck next year.

Have a great summer. (2 respondents)

[Student] has been making good progress on his reading – continued work on this will help his ensemble experiences to be more successful. Also more practice on his ensemble pieces at home will help.

Keep playing piano this summer. (3 respondents)

We will need to find more musical groups for [Student] to be a part of.

A5. Faculty report of student's musicianship accomplishments**What are the student's other musicianship accomplishments?**

Whittier winter

[Student] works hard even when challenged.

[Student] works hard in class.

[Student] is a great student. He works hard and completes his assignments.

[Student] is a great student.

Once we get started she works fast and does a good job.

[Student] works hard and completes her assignments on time.

She completes her assignments and does good work.

She is a good student; works hard and completes her assignments.

When [Student] comes to class ready to participate he does really well.

Whittier spring

Good work!

Excellent student – attentive and engaged. Fabulous!

Excellent student!

Good job! Keep it up!

Good work!

Good year. Keep practicing!

Great student! Keep on playing!

[Student] is a great student! He really likes being challenged!

[Student] has a lot of ability! She needs to get serious about being on task in class.

Solid student – keep up the good work!

A6. Faculty report of student's musicianship goals for the coming months**What are the student's musicianship goals for the coming months?**

Whittier winter

Keep it up. (2 respondents)

Keep up in class.

Keep up the good work.

[Student] needs to be ready to work as soon as she comes into the classroom.

She needs to show up on time, stay in the classroom, pay attention, and complete her work.

To be ready to work as soon as she comes into the classroom.

To improve his note writing.

Work hard on writing notes clearly and accurately.

Whittier spring

Continue actively listening to music and practice intervals on the violin.

Continue playing and listening to music this summer.

Listening identifying intervals and other theory concepts in music you hear.

Review theory fundamentals to gain better understanding of note names, pitch identification, and listening.

A7. Students' report of what they learned in the MacPhail music program**What did you learn this year in the MacPhail music program?**

Ascension fall

How to play "Twinkle Twinkle Little Star" in a lot of different ways.

I learned that we had new music.

How to play songs.

All sorts of different notes.

All the notes.

Bissacato is the same beat. I learned of drawing notes.

Different instruments in different countries.

How to do this a,b,c,d,e,f,g,a.

How to play in a group.

How to play music.

How to play new pieces of music.

How to pluck pizzicato.

How to read notes.

**A7. Students' report of what they learned in the MacPhail music program
(continued)**

What did you learn this year in the MacPhail music program?

Ascension fall (continued)

I didn't learn anything this year.

I learned "Happy Birthday."

I learned how to read music and I learned more about the violin.

I learned a lot about the violin.

I learned a lot of music pieces.

I learned about Bach.

I learned about Bach and how to play the violin.

I learned about the composer Bach. Pizzicato means pluck.

I learned how to play the violin.

I learned how to play, "Twinkle Twinkle Little Star."

I learned how to say Bach.

I learned I want to get a violin. I learned I love the songs we learned.

I learned lots of music.

I learned my notes.

I learned some music.

I learned songs, how to play the violin, and the pieces.

I learned that you could be a good player.

I learned to never give up just keep on trying.

I learned to play, "A La Nanita Nana."

I learned to play mariachi music.

I learned to play new songs.

I learned to play the violin.

I learned to sing songs in the class.

I learned very interesting pieces and also hard, fun pieces.

I like the violin. I like music.

Learn how to hold the violin.

Learn new music.

Many songs on the viola. I learned how to play the viola.

Minuet 1 orchestra pieces, revised pieces.

Notes and the scale.

Ostinato.

**A7. Students' report of what they learned in the MacPhail music program
(continued)**

What did you learn this year in the MacPhail music program?

Ascension fall (continued)

Ostinato is a repeated pattern.

Singing, playing, learning music.

Songs, using the violin.

To play a instrument.

To play a lot better.

To play, "Infant King," "A La Nanita Nana," and "Good King."

To play the violin and the cello.

"Twinkle, Twinkle Little Star" and "Chicken on a Fence Post."

We learned, "Twinkle little star."

What a composer is.

We don't go there yet but I learn lots of stuff and composers and the stuff.

That the cello is really heavy but s really fun to play.

Whittier fall

A little.

Elevator.

Elevator.

Finfer o.

Hello how are you.

Hold a bow and play songs on the violin.

Hot cross buns.

How to play, "Russian Woods" and "Frogs and Mary Had a Little Lamb."

How to play and bow and sing songs. Learn the body parts of the violin.

How to play and hold a violin.

How to play better.

How to play the piano.

How to play violin.

I am learning eight notes in my music pieces and new songs.

I didn't learn nothing in MacPhail because I didn't go to MacPhail I learned music.

I learned, "Hello, How Are You."

I learn how to write music.

I learn music in piano.

**A7. Students' report of what they learned in the MacPhail music program
(continued)**

What did you learn this year in the MacPhail music program?

Whittier fall (continued)

I learned to play the piano. I play the piano all the time.

I learned 5 songs on the piano.

I learned a lot about notes on the treble clef and a lot more.

I learned a son. I know 2 music.

I learned all of the ce's on the piano and I also learned how to use the pedal.

I learned and we learned songs.

I learned, "Hello, How Are You" on the piano.

I learned, "How Are You," and "Elevator."

I learned how to play an ensemble and how many counts on a rest.

I learned how to play different pieces of music.

I learned in a new book.

I learned music.

I learned new notes.

I learned piano songs.

I learned the keys on the piano like a,b,c,d,e,f,g.

I learned the teacher is teaching us nothing.

I learned the word ostinato.

I learned to play the viola.

I learned to play the violin.

I learned very cool music pieces and musical notes.

I learned new notes and music.

I learned to play the piano.

I played these songs on the violin, "Chicken on a Fence," and "Twinkle Twinkle."

Notes and Staff the lines (face) and "Every Good Boy Deserves Fudge."

Notes, staff, treble clef, g clef.

Nothing but how to play the piano better.

Piano lessons.

Posture and bow hold, learning to use the violin correct.

Practicing piano at home, it's fun kind of.

Russian woods.

Songs and bows and the violin.

**A7. Students' report of what they learned in the MacPhail music program
(continued)**

What did you learn this year in the MacPhail music program?

Whittier fall (continued)

That you have to have good posture at practice.

The abc's at the piano.

The keys on the piano.

The piano does not have an h key.

We learned the four strings are, we learned ostenato, we learned the parts of the violin.

Ascension spring

A couple new pieces.

Different songs to play.

Do the violin more.

How to play a lot of songs and learn notes.

How to play a violin and more music.

How to play lots of new songs and read a lot of music.

How to play new songs.

How to site read.

I learned about 30 different songs.

I learned how to learn more notes.

I learned how to play all different kinds of music.

I learned how to play symphony theme.

I learned how to play the viola.

I learned how to play the violin better.

I learned how to play very well.

I learned more notes and songs.

I learned new music and extensions.

I learned to play two new Mariachi pieces.

Sharps and flats, hard music.

Symphony theme and more difficult challenging pieces.

That playing cello looks easy but it is isn't. You need a lot of practice.

To play music and to learn the music scale.

To play new music pieces.

To play new songs. To learn new notes.

To play the cello, to read the cello clef.

**A7. Students' report of what they learned in the MacPhail music program
(continued)**

What did you learn this year in the MacPhail music program?

Whittier spring

A lot of songs.

A lot of stuff.

A lot of things.

Add notes.

Different songs.

How to play music and find my keys on the piano.

How to play piano. (4 respondents)

How to play the violin. How to read the notes.

How to play violin.

How you finger your hands.

I learned a lot. (2 respondents)

I learned about new things.

I learned new songs.

I learned that music is fun. And it is good for you.

I learned a lot of music.

I learned a lot of songs. And now I know new songs. (2 respondents)

I learned a new note. I also learned some new songs.

I learned from the book 2B.

I learned how to play the piano.

I learned how to read music.

I learned how to use my violin.

I learned majors and I learned how to play harder music (kind of) order of sharps.

I learned new notes. And new songs.

Intervals and m2, m3, and note value.

Learning to play the piano really good.

Lots and lots of music, play my instrument without looking at it much.

Music notes and songs.

New music, reading notes, rhythm, lots of things.

New notes and music.

New songs, new key, new music.

New songs.

**A7. Students' report of what they learned in the MacPhail music program
(continued)**

What did you learn this year in the MacPhail music program?

Whittier spring (continued)

Notes, music.

Order of sharps, songs.

Play music and it was fun. How to pay attention to teacher, "Hot Cross Buns."

Playing with all your fingers.

That some of the piano songs are hard.

This year I learned the order of sharps, key signature, and major scales and of course lots of new great songs.

This year I learned the order of sharps.

To play the piano more better.

We learn how to write a music stand

**A8. Students' report of what they would change about the MacPhail music
program**

What would you change about the MacPhail music program?

Ascension fall

Nothing really I like it a lot.

I wouldn't like to change anything.

Have more time to practice with our teachers.

Two times a week – Monday and Tuesday.

Bad stuff.

Day and times.

Have food and funny teachers.

Have longer lessons with our own personal teachers.

Have more children.

Have time with our teacher.

I don't know. (2 respondents)

I have to practice two days a week.

I will not give the kids homework.

I would change to violins.

I would change to singing.

A8. Students' report of what they would change about the MacPhail music program (continued)

What would you change about the MacPhail music program?

Ascension fall (continued)

I would change that we could bring our cd's and listen to them as a project. Also bring musical movies to watch and to learn.

I would change the time of practice in each class.

I would like the walls to be pink and purple and have more comfy chairs.

I would like to change some teachers.

I would make it more exciting and tests.

I wouldn't change nothing.

I would change the stairs.

No. (2 respondents)

Nothing. (15 respondents)

Nothing, everything is great.

Nothing I like MacPhail as it is.

Nothing its just fine.

Party.

Tell everybody to party.

That we can have more class and more fun.

The instruments.

The songs.

We should all be able to get on the elevator. And the water fountain should be better and high tech.

We should start earlier like at 10:30 and all of us should get on the elevator.

The violin change. I'd go to guitar.

I would change nothing from MacPhail.

Whittier fall

A yell.

Be a good learner.

Have a party every week.

Have fun.

Have more instruments at MacPhail and make it two times a week.

I don't know.

I will have a party.

I will learn faster.

A8. Students' report of what they would change about the MacPhail music program (continued)

What would you change about the MacPhail music program?

Whittier fall (continued)

I will like to read my music and write it.

I would chose that we could chose our own class mates.

I would change studying.

I would change that you have to bring a pencil and your instrument.

I would change the music to hip-hop.

I would change to get more time practicing with my teacher and learn more than one song a day.

I would change to get the hard stuff.

I would let kids get on the elevator.

I would like longer private lessons.

I wouldn't change anything.

If we do good in our class we get free ice cream or ten dollars.

Let kids use the elevator.

More decorations.

Nothing. (21 respondents)

Nothing because it's fine the way it is.

That it's not on Monday, maybe on Tuesday or Thursday.

That we get to bring the violin home and practice at home.

The headphones. So everyone can have the same headphones.

To have a lot of keys.

Try to get better.

Will it is fun to me and I will like to learn more about.

Ascension spring

Escalators and more fun and games.

Escalators.

Everyone should be able to ride the elevators.

Free candy.

Getting more time with my teacher.

Have less time in our lesson.

Have more time to be at MacPhail like instead of getting here at 11:45 we should get here at 9:45.

A8. Students' report of what they would change about the MacPhail music program (continued)

What would you change about the MacPhail music program?

Ascension spring (continued)

Have there be other instruments.

Have to make funner to play.

I have nothing to change.

I want more time with [Teacher].

I will make it funner.

I would let people pick how many do you like to play.

I would like to change the stairs.

Making us skip school.

No I wouldn't.

No no no.

Nothing!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

Nothing. (3 respondents)

Same teachers.

To have food.

You would only have to come once every two months.

Whittier spring

Better attitudes in class.

Change to a different book.

Do another instrument like violin.

Have more kids.

I don't know.

I don't want anything changed.

I think it will be easier if there were two teachers. I want it to be more funner.

I will change the instrument.

I will change the music.

I would change for it to have more recitals.

I would change nothing.

I would change instrument to a violin.

I would change the time. I want for it to be longer.

I would not change anything.

I would want electric guitar.

A8. Students' report of what they would change about the MacPhail music program (continued)

What would you change about the MacPhail music program?

Whittier spring (continued)

I would want to change to have more time in my lesson and to come everyday.

Learn every song.

Make the songs a little bit easier.

Maybe.

Move time to be here at MacPhail.

Not to be on gym day Tuesday or Thursday.

Nothing. (13 respondents)

Nothing. I think it is fine the way it is.

Practice more and learn more.

Teach a new instrument.

That the piano won't make noise.

The piano is big.

To get better.

To have fun.

A9. Students' report about continuing in the MacPhail music program

Would you like to continue in the MacPhail music program next year?

Ascension fall

Students that responded "yes"

Because I like learning new things.

Because I learn a lot about my instrument and how to play it.

Because I like it. (3 respondents)

Because I like learning violin.

Because I like playing the violin.

Because I like the class.

Because I think it is a great opportunity.

Because I want to be a musician.

Because it is fun to play and I love the violin.

Because it is fun.

Because its very fun.

Because my sister played the viola.

Because you learn how to play the violin.

I don't know.

I like MacPhail a lot.

I like the violin a lot. It is fun.

I like to learn the violin.

I want to still continue to learn more about my instrument and to learn more pieces.

I would like to continue because I never quit what I start.

It is fun. (6 respondents)

It's fun and I have thing to plats cello and the violin.

Yes, because I think it will be great to play a different instrument.

Yes, because it's pretty fun playing music.

Students that responded "maybe"

Because I don't know if I am going to play.

Because I might move to Mexico.

Because its cool, fun, and educating.

Because its fun and I like playing the violin.

Because its fun. (2 respondents)

I don't enjoy it as much.

I don't know.

**A9. Students' report about continuing in the MacPhail music program
(continued)**

Would you like to continue in the MacPhail music program next year?

Ascension fall (continued)

Students that responded "maybe" (continued)

I have to ask my mom and dad.

I like it a little.

I might not be here next year and my mom.

I sometimes don't want to come some days.

It might be fun.

It's really fun but I have too much homework.

Maybe because I wouldn't come to the same school next year.

Students that responded "no"

Because I like music.

I don't know why.

I will be in high school next year.

Whittier fall

Students that responded "yes"

Because all my life I wanted to play violin and I got to play because I want to be a violinist.

Because I like it.

Because I like learning how to play pianos.

Because I like piano and its hard to get free lessons outside of Whittier.

Because I like the piano.

Because I love music.

Because I love the piano.

Because it is fun. (5 respondents)

Because it is fun and I like it a lot and its one of my hobbies.

Because it is fun to learn new stuff about a instrument.

Because it is fun to learn new things.

Because piano is fun.

Because the piano is fun.

I like it because its really fun.

I love it.

I want to learn more and more notes.

I want to learn more about music.

**A9. Students' report about continuing in the MacPhail music program
(continued)**

Would you like to continue in the MacPhail music program next year?

Whittier fall (continued)

Students that responded "yes" (continued)

Like it.

Piano is good.

This is my favorite class.

You get to play piano.

Students that responded "maybe"

Because I don't know about it.

Because I have been in piano for two years and I want to play violin.

Because I wanted to learn more about something else but I still want to go to piano.

I would like to see what they play.

Maybe because I'm going to change schools – middle school.

Students that responded "no"

Because I am going in 5th grade and I would like to go to another school next year.

I hate piano and all other instruments.

I want to be at Whittier next year and I am in fifth grade.

Students that did not respond to previous question

Because it's fun.

It's fun to learn music so I can be smart.

Yes I would love to but I'm going to middle school next year.

Ascension spring

Students that responded "yes"

Because I get to learn how to play the violin.

Because I like it. (2 respondents)

Because I like music.

Because I like playing the cello.

Because I wanted to learn more about music.

Because it is really fun.

Because it's kind of fun.

Because she is a nice teacher.

So I can learn to play gooder.

**A9. Students' report about continuing in the MacPhail music program
(continued)**

Would you like to continue in the MacPhail music program next year?

Ascension spring (continued)

Students that responded "maybe"

Because a scholarship and fun.

Because I don't really want to get behind in school.

Because I may play a different instrument.

Because I miss gym at school.

Because it can calm me down sometimes when I'm disappointed in something.

Because it stop me from school.

Because its more harder than you think.

I might move to Mexico.

I miss school stuff.

It's good to learn new things.

It's too hard and I like music.

Students that responded "no"

Because there is a lot of things going on next year for me and it's kind of boring.

Because there is too much going on in school and it is hard to practice and do homework.

Because there is too much going on.

I don't like playing that much.

Whittier spring

Students that responded "yes"

Because for I now am piano.

Because I like it! (2 respondents)

Because I like it. I love music!

Because I like lot.

Because I like piano.

Because I like to come here and do the stuff that we do.

Because I want to be a violinist.

Because I want to learn a lot about piano.

Because I want to learn.

Because I will learn more things.

Because is to play a lot of instruments.

**A9. Students' report about continuing in the MacPhail music program
(continued)**

Would you like to continue in the MacPhail music program next year?

Whittier spring (continued)

Students that responded "yes"

Because it can help cheer you up.

Because it is fun and I learn more each time.

Because it is fun! (10 respondents)

Because it is nice to go and learn about music.

Because it is nice to know how to play the violin.

Because it's fun and you learn new things.

Because MacPhail is fun.

Because I love music class and I want to learn how to read music.

I like it.

It's fun.

Students that responded "maybe"

Because

Because it is fun and kind of boring.

Because it's fun to play and when my church needs help with piano, I would or could help.

Because my mom doesn't know.

Maybe am going to Mexico.

Not sure.

Students that responded "no"

Because I am gonna be in another school.

Because we got kids.

A10. Students' report about continuing with their MacPhail music instructor

Would you like to continue with lessons with this instructor next year?

Ascension spring

Students that responded "yes"

Because he is a nice teacher and makes me learn music fast.

Because I like her! As a teacher!

Because it's the most fun.

Because she encourages me to play well and she's fun.

Because she knows how I play and she is nice.

Because they really teach you to have fun when you're playing.

[Teacher] is very nice.

She fun nice and funny.

Yes because she helps me a lot in my work. She encourages me a lot.

Students that responded "maybe"

Because I am going to a different school.

Because I like her and she is very nice to me.

Because I might like to play a different instrument.

Because I might not come next year.

Because I sometimes get tired.

Because it's sometimes fun.

Because she is nice and gives us time to learn songs.

Because she's fun.

I don't know.

[Teacher].

She is pretty fun and nice.

Students that responded "no"

Because I want to know about music another way.

Because I would like to be in the other cell teacher. It would be fun.

Because it's just not a can do ability for me.

I don't like them.

**A10. Students' report about continuing with their MacPhail music instructor
(continued)**

Would you like to continue with lessons with this instructor next year?

Whittier spring

Students that responded "yes"

Because I want to keep learning.

Because I want to play other songs, too.

Because I want to. (2 respondents)

Because it's fun to do music with the teacher.

Because she helps a lot in music in my life.

Because she helps me understand things easier.

Because she is a good helper.

Because she is a nice teacher.

Because she is fun and she gives you marshmallows if you're good!

Because she is nice. (8 respondents)

Because she is nice to everyone.

Because she makes you play the piece until it is perfect.

Because she's a nice teacher.

Because she's nice and kind and pretty.

Because when I'm in adult I want to play the piano.

Because you are pretty and I like your name.

I can't remember my instructor.

I learn a lot.

It's too fun.

It's just so fun to learn music.

Just because!

Ms. Diana is fun and nice.

She's a good teacher.

**A10. Students' report about continuing with their MacPhail music instructor
(continued)**

Would you like to continue with lessons with this instructor next year?

Whittier spring (continued)

Students that responded "maybe"

Because I had a different instructor so it's hard for me to choose.

Because I will learn a lot.

Cause I would like to play like (illegible) and I did it for one year and I don't know about the other.

He teaches you tricks so you can understand it easier.

Maybe I'll go to another school.

Not sure.

Students that responded "no"

Because I don't.

Because my mom and my dad works.

No I am in fifth grade.



**MacPhail Center for Music
Pathways to Performance
Student Survey**

OFFICE USE ONLY:
Client ID: _____
Date: _____
School: _____

Name:	Grade:
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1. What instrument do you play?

- ¹ Piano ² Violin ³ Viola ⁴ Cello

Please check one:	Yes, a lot	Yes, a little	No
2. Do you like the MacPhail music program?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
3. Does your instructor encourage you to do well in your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
4. Do you understand your instructor when he or she teaches you new things?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
5. Does someone at home encourage you to practice your music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
6. Does someone at home come to your performances?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
7 Do you like math?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
8. Do you like reading?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
9. Do you like learning to play your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
10. Do you like learning new pieces of music?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
11. Do you practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹
12. Do you like to practice your instrument?	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹

13. Do you have a place to practice at home?

- ¹ Yes ² No

14. What did you learn this year in the MacPhail music program?

PLEASE TURN OVER TO COMPLETE



15. What would you change about the MacPhail music program?

16. Would you like to continue in the MacPhail music program next year?

¹ Yes ² Maybe ³ No

Why?

17. Would you like to continue lessons with this instructor next year?

¹ Yes ² Maybe ³ No

Why?

**MacPhail Center for Music
Student Progress Report 2005-06
Lesson**

OFFICE USE ONLY: Client ID: _____ Date: _____ School: _____

Student's name: «FirstName» «LastName»

MacPhail Lesson Instructor: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello

LESSONS

The following statements relate to the student's instrumental instruction

1. Attendance _____ days attended out of _____ days possible.
2. Instrument / related equipment in hand and in working condition (**String students only**):
_____ weeks present out of _____ total weeks possible
3. Music and other written materials present: _____ weeks present out of _____ total weeks possible
4. Preparation for lesson and practice are evident: _____ weeks present out of _____ total weeks possible

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musical skills (based on developmental stage)				
5. The student plays with good tone	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student reads music accurately	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. The student plays with expressiveness (phrasing)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student demonstrates good posture and technique	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the student's behavior during lessons					
9. Upon entering the classroom, the student is prompt in getting instrument, music, and accessories ready to play	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. The student pays attention	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. The student follows direction	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
12. The student is ready to play throughout the class	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
13. The student has positive participation in the lesson	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Please continue on the reverse side

14. Other student accomplishments (not listed above):

15. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report 2005-06
Ensemble**

OFFICE USE ONLY:
Client ID: _____
Date: _____
School: _____

Student's name: «FirstName» «LastName»

MacPhail Ensemble Coach: «MacPhailTeacher»

What instrument does the student play? ¹ Piano ² Violin ³ Viola ⁴ Cello

ENSEMBLE

The following statements relate to the student's participation in an ensemble

1. Attendance _____ days attended out of _____ days possible.

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
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Please rate the student's musical skills for ensemble groups (based on developmental stage)

2. The student watches the conductor	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. The student stays with the group	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. The student is able to play their ensemble part on their own	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
-----------------	---------------	-------------------------	------------------	--------------	-----------------------

Please rate the student's behavior during ensemble

5. The student prepares ensemble music in home practice	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. The student is cooperative in a group setting	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
7. At the start of the ensemble lesson, the student is prompt in getting instrument, music and accessories ready to play	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student follows directions in the ensemble	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

9. Other student accomplishments (not listed above):

10. Please identify student goals for the coming months:

**MacPhail Center for Music
Student Progress Report 2005-06
Musicianship**

OFFICE USE ONLY: Client ID: _____ Date: _____ School: _____

Student's name: «FirstName» «LastName»

MacPhail Musicianship Class Instructor: «MacPhailTeacher»

MUSICIANSHIP

The following statements relate to the musicianship classes

1. Attendance _____ days attended out of _____ days possible.

Musical skills	Exceeds expectations	Meets expectations	Does not meet expectations	Not applicable
Please rate the student's musicianship skills (based on developmental stage)				
2. Rhythm	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
3. Note Reading	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
4. Listening	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
5. Composition	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
6. Other:(Please add _____)	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

Behavior	Always	Most of the time	Sometimes	Never	Not applicable
Please rate the following statements about the student's participation in Musicianship classes					
7. The student is ready to begin at the start of class?	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
8. The student brings materials including worksheets and a pencil	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
9. The student completes homework assignments	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
10. The student pays attention	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
11. The students participates fully in class	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹
12. The students demonstrates respect and is helpful of other students	<input type="checkbox"/> ⁴	<input type="checkbox"/> ³	<input type="checkbox"/> ²	<input type="checkbox"/> ¹	<input type="checkbox"/> ⁹

9. Other student accomplishments (not listed above):

10. Please identify student goals for the coming months:
