

Name:

Date:

<u>Music Reading Skill:</u> <i>I can</i>		Student self-assessment	Teacher assessment and comments
Mastery (traditional A)	<ul style="list-style-type: none">• Student performs example with fluency and virtually no errors.		
Advanced (traditional B)	<ul style="list-style-type: none">• Student performs example with minor errors that do not significantly impact the fluency.		
Meets (traditional C)	<ul style="list-style-type: none">• Student performs example with some errors. Student may have stopped and restarted the example.		
Approaching (traditional F)	<ul style="list-style-type: none">• Student performs example with many errors and little fluency.		
Beginning (traditional F)	<ul style="list-style-type: none">• Not yet able to assess.		

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<u>Music Reading Skill:</u> <i>I can sight-read an example including a do to so skip, whole notes, half notes, quarter notes, and eighth notes.</i>		Student self-assessment	Teacher assessment and comments
Mastery (traditional A)	<ul style="list-style-type: none">• No errors.		
Advanced (traditional B)	<ul style="list-style-type: none">• Minimal errors in pitch or rhythm.		
Meets (traditional C)	<ul style="list-style-type: none">• Some errors in pitch or rhythm.		
Approaching (traditional F)	<ul style="list-style-type: none">• Many errors in pitch or rhythm.		
Beginning (traditional F)	<ul style="list-style-type: none">• Not yet able to assess.		