

Arts Assessment For Learning

MUSIC — 4TH GRADE

STUDENT WORK: IMPROVING RECORDER TONE

4-304 Sarah—I like how you added the comment at the bottom. Next time, use the comment space to tell how your partner can solve problems clearly stated in the checklist, not just list the problems. Good Job!—Mr. P.

4/29/10

Recorder Checklist
 Student's Name: Oscar Mancio
 The person watching me is (partner): Sarah Alli

	Yes	No
Tonguing		4/9 4/9 4/9 4/28
Covering the Holes		4/9 4/9 4/9 4/28
Elbows Up	4/9 4/9	

Partner comments:

Date:	Comment:
4/9	I like how you had your elbows up. You did not cover holes. And you did not tongue.

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4-304: I like how you suggested that your partner go slower. I think instead of hard, you meant loud. Good job!—Mr. P.

Recorder Checklist

Student's Name: Juleson Cin

The person watching me is (partner): Abathy Anthony

	Yes	No
Tonguing	4/9/14 ✓	
Covering the Holes	4/9/14 ✓	4/9/14 ✓
Elbows Up	4/9/14 ✓	

Partner comments:

Date:	Comment:
4/9/14	I like how you covered holes.
4/9/14	I enjoy how you played soft and loud.
4/9/14	Why don't you try to go slower.

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4-304 Jackson: I notice your partner is having a lot of trouble. Why don't you use the comment space at the bottom to suggest a change that your partner might make to solve these problems. Good Job!—Mr. P.

Recorder Checklist

Student's Name: Anthony Avonito

The person watching me is (partner): Jackson Wu

	Yes	No
Tonguing	4/9/14	4/9/14 ✓
Covering the Holes	4/9/14	4/9/14 ✓
Elbows Up	4/9/14	4/9/14 ✓

Partner comments:

Date:	Comment:
4/9/14	Try to cover holes and elbows up

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The students completed checklists were displayed on the bulletin board

Evaluation in Action
Students in 4-304 used
a peer-to-peer checklist
to address long-term
technical goals in
recorder playing. Here
are some of their
assessment tools.

	Yes	No
Tonguing	✓	
Covering the Holes	✓	
Elbows Up		✓

Recorder Checklist

Name: _____

Date: _____

Comments: _____