

Sample writing prompts for self-evaluation

Write a letter to Santa explaining why you've been a good musician this semester. Include in your letter the following items:

- Identify one musical challenge which you have overcome this semester as a musician. Explain what it is that you have done to allow you to overcome this challenge.
- Describe what you will promise Santa you will do continue growing toward mastery of this and related challenges.
- What music related gift do you want Santa to bring you so you can be a better musician? (It doesn't necessarily need to be something you can actually hold-it could be a skill as well)
- Be specific, because Santa really likes examples!

A critic from the local paper has come to our latest performance to listen just to you and write a review for the readers who haven't heard you perform. Include the following in your review:

- Identify a characteristic which you had at the beginning of the semester which you have focused on improving
- Discuss how in our latest performance you executed this characteristic. Use specific examples from the music and your performance.
- Describe what sort of growth "your critic" would like to see you experience in the future
- Provide recommendations on steps which will allow this growth to be achieved

Listen carefully to our recording from the last concert:

- Identify one concept from each developmental area which was demonstrated as extremely strong or extremely weak.
- Define the meaning of this concept.
- Identify by measure number(s) one location in the music that demonstrates strength or weakness in this area.
- Explain what the ensemble demonstrated here that was particularly strong or weak in your selected concept. Use specifics which discuss individual or ensemble techniques or abilities which contribute to the strength or deficit.
- Describe:
 - For a weakness, a specific method which would assist us in improving.
 - For a strength, one activity which we did which aided in the development of this concept.



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Brain-storming questions

Use the following questions to focus your final self-evaluation response.

1. List achievements that you have made this past semester as a musician on your primary instrument in school ensembles. List at least 5.
2. Identify the most significant achievement you have listed above by underlining it. This may be due to the development you needed to go through for this achievement or due to the importance of that achievement in advancing yourself as a musician.
3. List what makes this achievement the most significant. Consider both the effort put into its development as well as the musical advantage of its development
4. List what efforts you needed to go through in order to make this achievement. Consider work done in rehearsal, in private practice, and in observation of your performance.

In a well written paragraph, address the following points:

- What is the most significant achievement that you have had this past semester?
- What has made this achievement so significant?
- Where did you start in terms of this achievement at the beginning of the year?
- What steps and practices did you go through to achieve this development?
- How could you apply strategies that brought you improvement toward this achievement to other areas requiring development?

Make sure to read through the rubric on the reverse of this page as you will be assessed based on it.



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Self-Evaluation Writing Rubric

	Absent	Developing	Somewhat Developed	Fully Developed
Main Idea / Thesis	0-1 Thesis absent and/or topic sentences absent	2-3 Thesis not clear and/or not related to subject, topic sentences not related to thesis	4-5 Thesis stated but not totally clear, topic sentences not always related to thesis	6 Thesis clear and relates to subject, topic sentences clear & relate to thesis
Support / Evidence	0-2 Main idea not supported by specific and accurate evidence	3-7 Main idea supported by one specific and accurate piece of evidence per paragraph	8-10 Main idea supported by two specific and accurate pieces of evidence per paragraph	11-12 Main idea supported by three or more specific and accurate pieces of evidence per paragraph
Organization and Effectiveness	0-1 No organization is evident, conclusion absent	2-3 Writing moves from point to point with difficulty & barely addresses the assignment, conclusion not effective	4-5 Writing moves from point to point with little difficulty & mostly addresses the assignment, conclusion adequately summarizes main points	6 Writing moves from point to point with ease & directly addresses the assignment, conclusion restates thesis, is clear and effective
Effective Communication	0-1 Errors completely interfere with effective communication	2-3 Errors significantly interfere with effective communication	4-5 Paper contains several errors but still clearly communicates the writer's ideas	6 Paper is virtually error free and very clearly communicates the writer's ideas
Content	0-11 Student demonstrates minimal understanding of essential material	12-14 Student demonstrates a basic understanding of essential material	15-17 Student demonstrates a good understanding of essential material	18-20 Student demonstrates mastery of essential material
Thoroughness	0-5 Fails to meet any requirements of assignment	6-7 Fails to discuss one of the following required topics.	8-9 Discusses all topics with unspecific or limited support	10 Discusses all topics with specific support from rehearsal
Accuracy of observations	0-5 Fails to make observations of self-performance	6-7 Limited scope of recognition of self-performance	8-9 Minor inaccuracies in properly identifying concepts in self-performance	10 Consistent accuracy in identifying concepts in self-performance
Musically appropriate language	0-5 Fails to use specific musical terminology	6-7 Inappropriate use of musical terminology	8-9 Minor errors in proper use of musical terminology	10 Consistent proper use of musical terminology



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