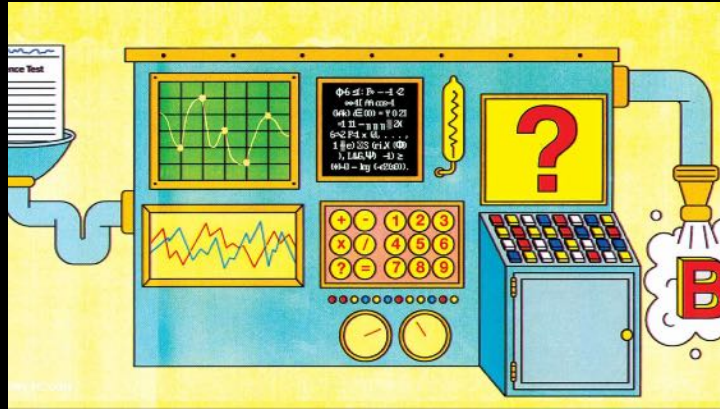


Beyond Measure: Ungrading Your Classroom



Chris Gleason

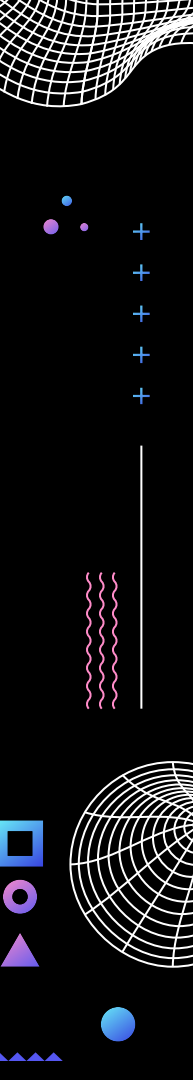
Can you believe this \$%#@!,
at my school.....





With Someone Near You...

Describe a time recently when you were graded or evaluated.

- Did you know that you were being evaluated?
 - Did you feel prepared?
 - Did you understand what you were being evaluated on?
 - Did you receive feedback about how you did?
 - Did you have a chance to offer your perspective or background information before or after the evaluation?
 - What did you learn from the process?
 - Did you receive a grade/number/label?
 - How did the process make you feel once it was completed?
- 



Mild themes
and coarse language

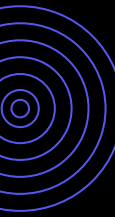
Examination Book

Name Harry Koch

Date 12/16/70

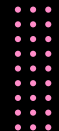
Subject Ancient Civilizations

F X



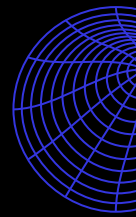
I believe...

Grades are an outdated tool that NEVER met the needs of learners, caregivers, or educators. Grades are not only biased an ineffective, but downright harmful.



Collecting information doesn't require tests, and sharing that information doesn't require grades.

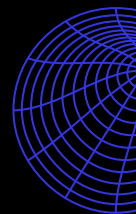
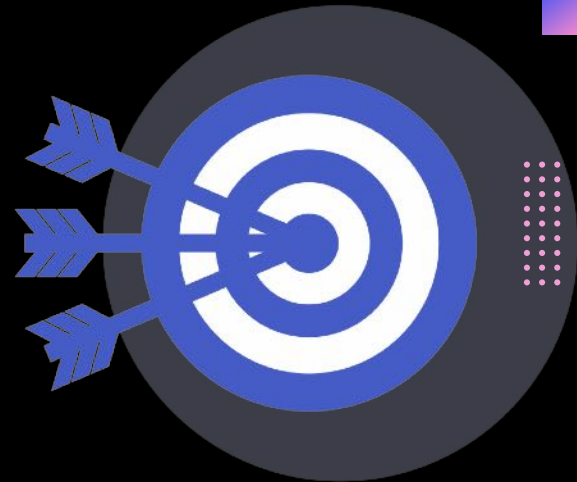
Students deserve better feedback, better questions, and more opportunities to demonstrate learning in a way that resonates with them.





Goals For This Session

- History of Grading
- Why Grades and Labels Are Harmful
- “Improvements”?
- The Case For “Ungrading”
- How To Ungrade: The Paradigm Shifts
- Ungrading Example
- Vision For The Future



Adolphe Quetelet

1796-1874



Sir Isaac Newton

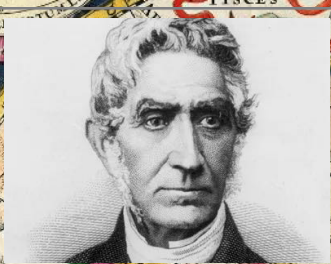
Adolphe Quetelet

1796-1874



Adolphe Quetelet

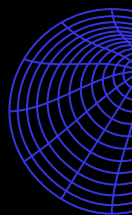
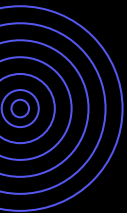
1796-1874

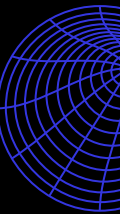
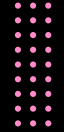
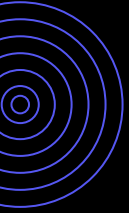


Mesures de la circonférence des poitrines des soldats écossais.

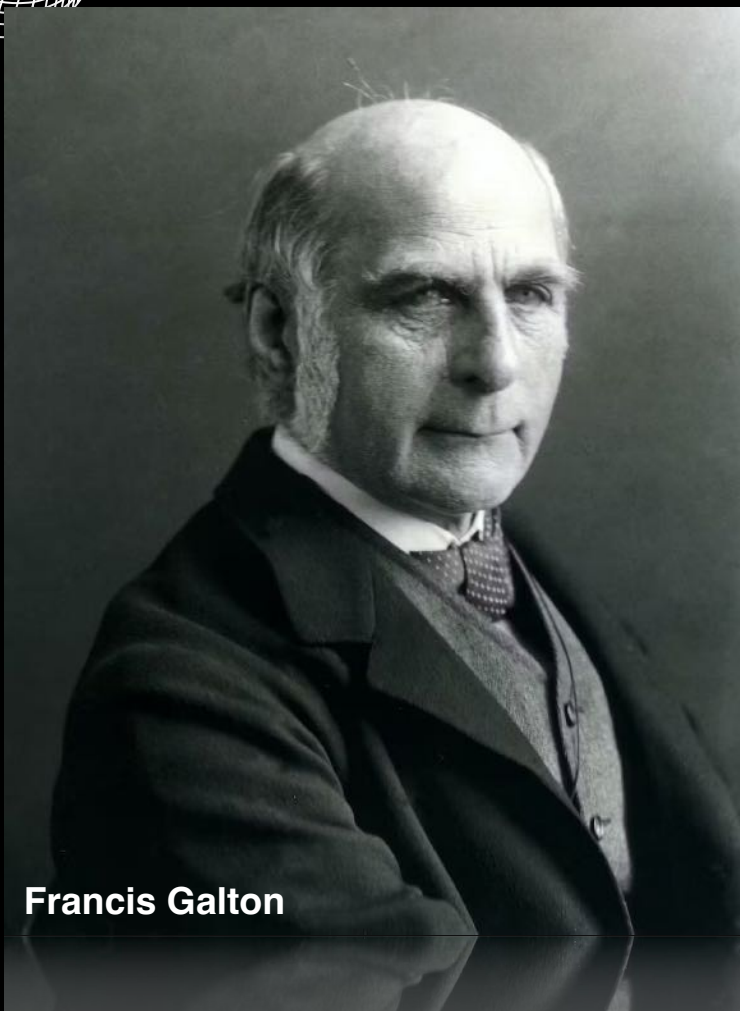
MESURES de la POITRINE.	NOMBRE d'hommes.	NOMBRE PROPORTIONNEL.	PROBABILITÉ d'après L'OBSERVATION.	RANG dans LA TABLE.	RANG d'après le CALCUL.	PROBABILITÉ d'après LA TABLE.	NOMBRE d'OBSERVATIONS calculé.
Pouces.							
53	3	5	0,5000			0,5000	7
54	18	31	0,4995	52	50	0,4995	29
55	81	141	0,4964	42,5	42,5	0,4964	110
56	185	322	0,4825	35,5	34,5	0,4854	525
57	420	752	0,4501	26,0	26,5	0,4551	752
58	749	1505	0,5769	18,0	18,5	0,5799	1535
59	1075	1867	0,2464	10,5	10,5	0,2466	1858
			0,0597	2,5	2,5	0,0628	
40	1079	1882	0,1285	5,5	5,5	0,1550	1987
41	954	1628	0,2915	15	15,5	0,5054	1675
42	658	1148	0,4061	21	21,5	0,4150	1096
43	370	645	0,4706	30	29,5	0,4690	560
44	92	160	0,4866	55	57,5	0,4911	221
45	50	87	0,4955	41	45,5	0,4980	69
46	21	58	0,4991	49,5	55,5	0,4996	16
47	4	7	0,4998	56	61,8	0,4999	5
48	1	2	0,5000			0,5000	1
	5758	1,0000					1,0000



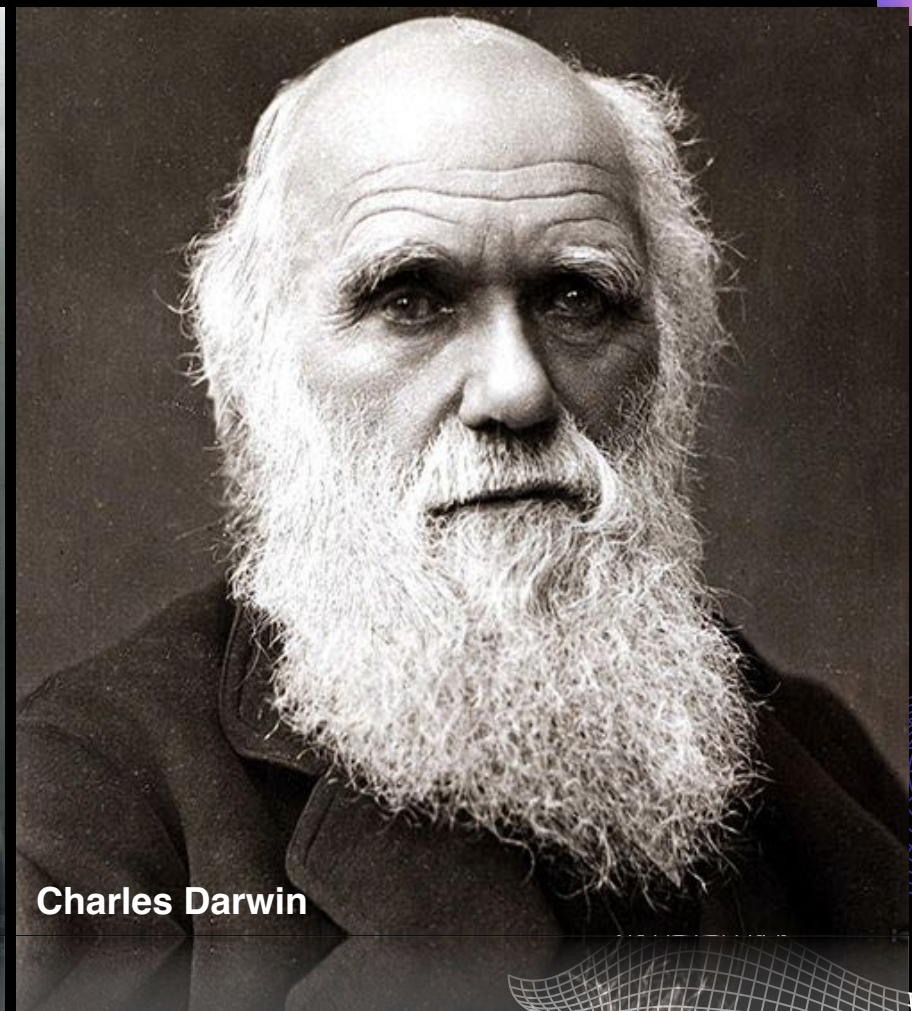








Francis Galton



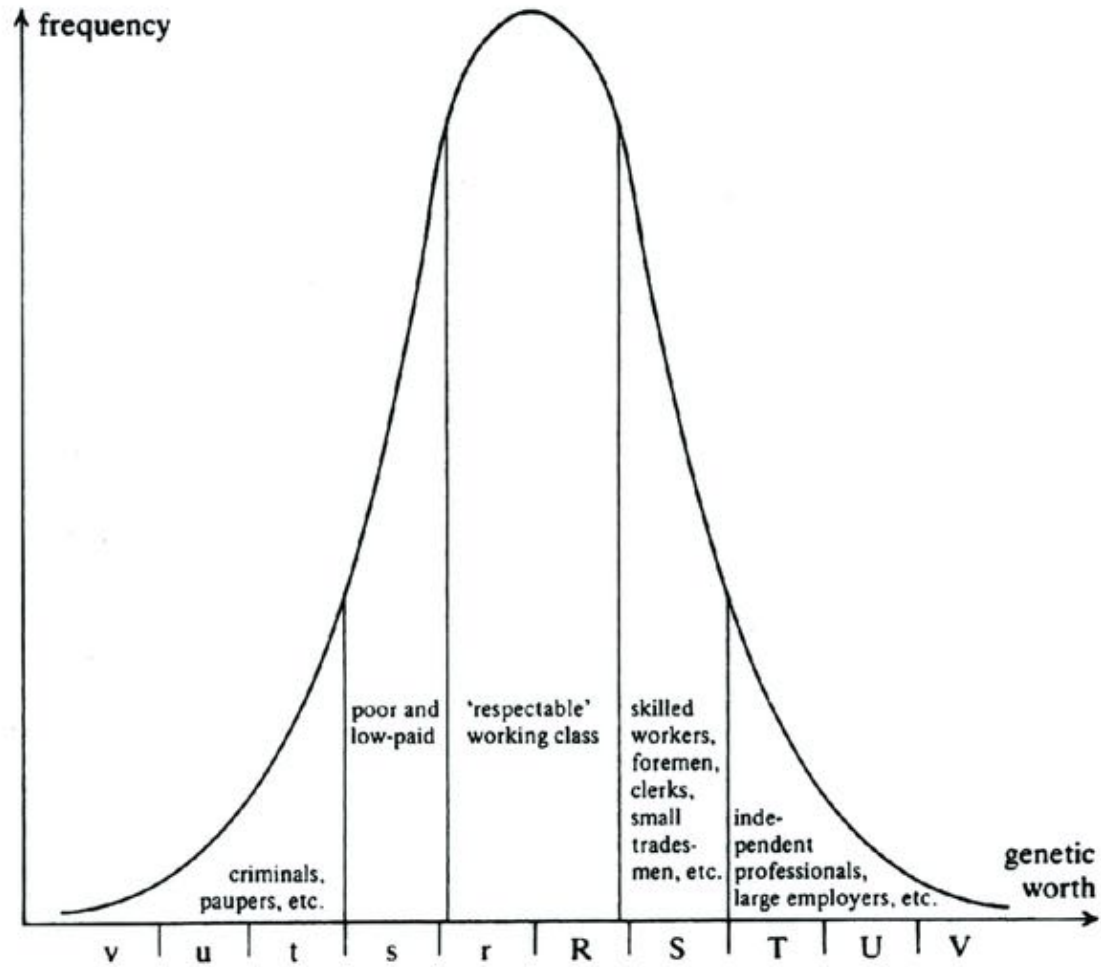
Charles Darwin



“The aim of Eugenics is to represent each class or sect by its best specimens.” - Francis Galton



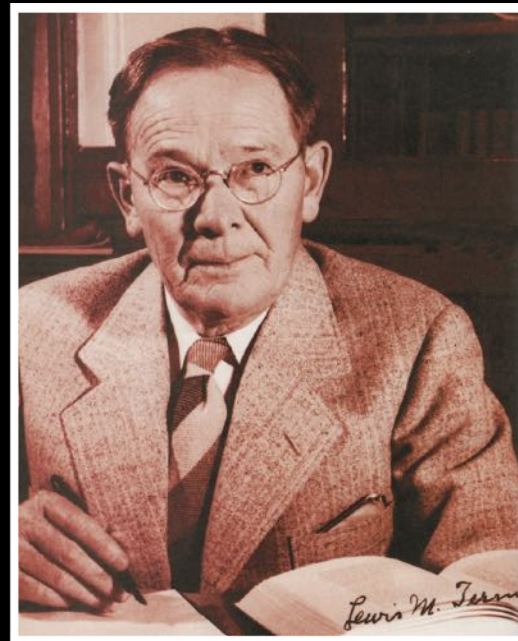
Eugenics in Britain





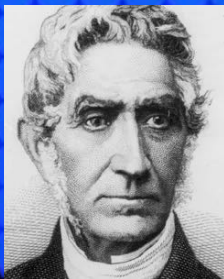
Carl Brigham

- Aptitude tests for the military
- Stanford-Binet Intelligence Tests
- Scholastic Aptitude Test (SAT) with the College Board

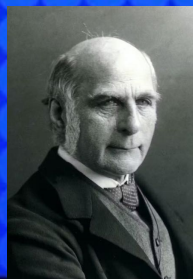


Lewis Terman

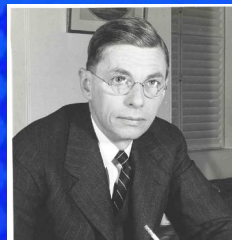
FAMILY FEUD



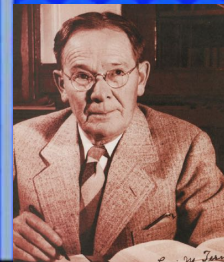
Quetelet



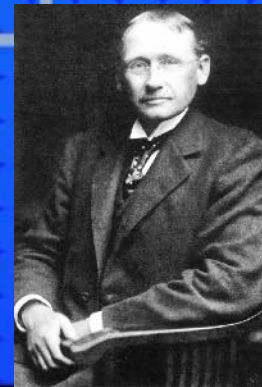
Galton



Brigham



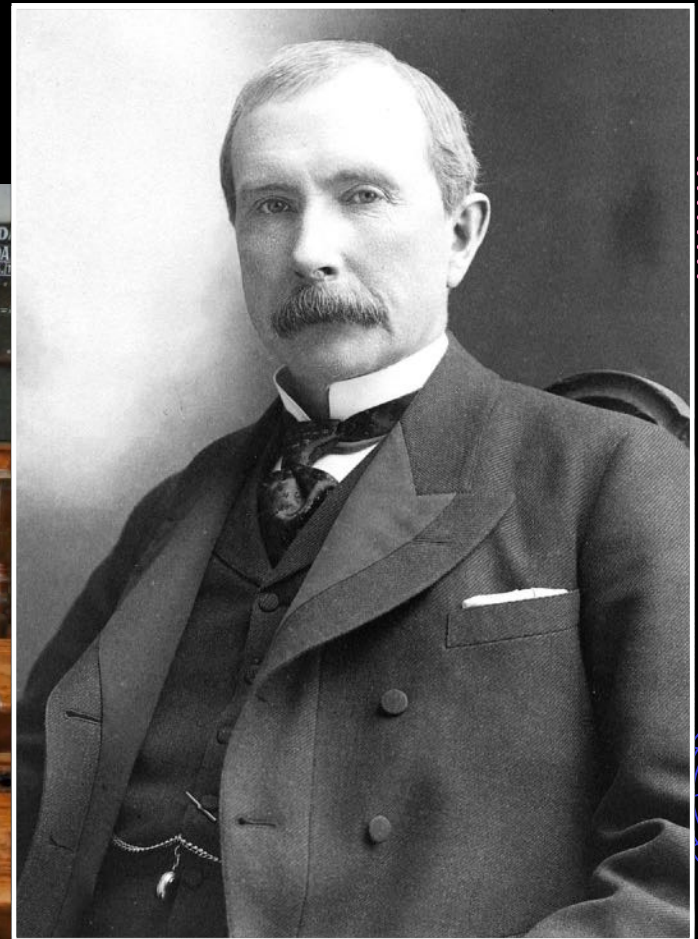
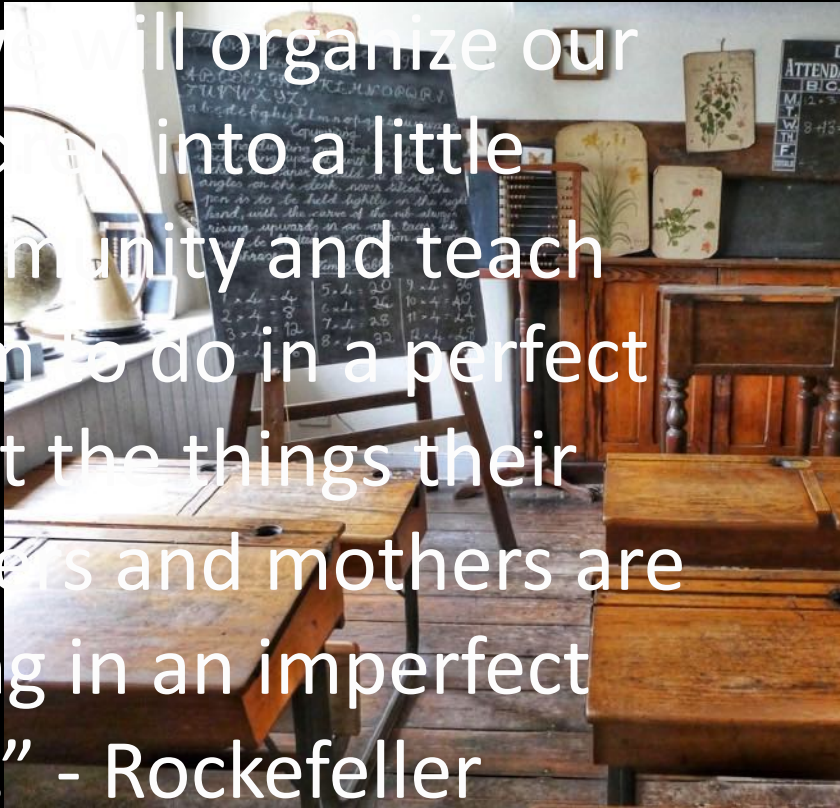
Terman

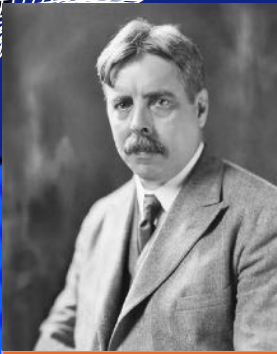


Taylor

Factories of Education

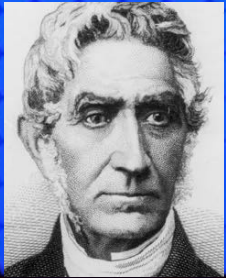
“...We will organize our children into a little community and teach them to do in a perfect way what the things their fathers and mothers are doing in an imperfect way.” - Rockefeller



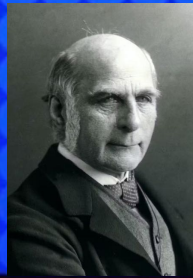


Thorndike

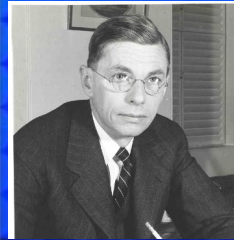
FAMILY FEUD



Quetelet



Galton



Brigham



Terman



Taylor



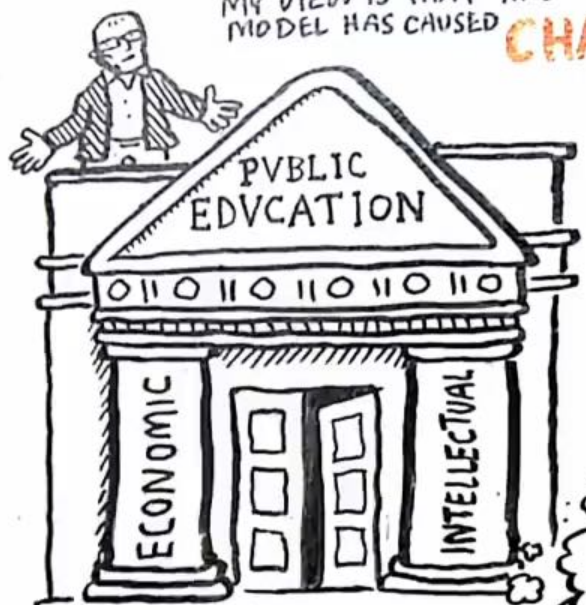
How do you see these ideas embedded in today's schools?

✕
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“Treating each student as an average student and aiming to provide each one with the same standardized education regardless of their background, abilities, or interests.” - Taylor



MY VIEW IS THAT THIS
MODEL HAS CAUSED **CHAOS**



ACADEMIC
SMART
PEOPLE



ALL MEN ARE MORTAL
SOCRATES IS A MAN
THEREFORE SOCRAES
IS MORTAL !



ACADEMIC ABILITY

DRIVEN BY
AN ECONOMIC
IMPERATIVE
OF THE TIME



DEDUCTIVE
REASONING
KNOWLEDGE OF
THE CLASSICS



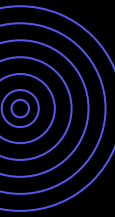
CULTURAL IDENTITY

NON
ACADEMIC



NON
SMART P





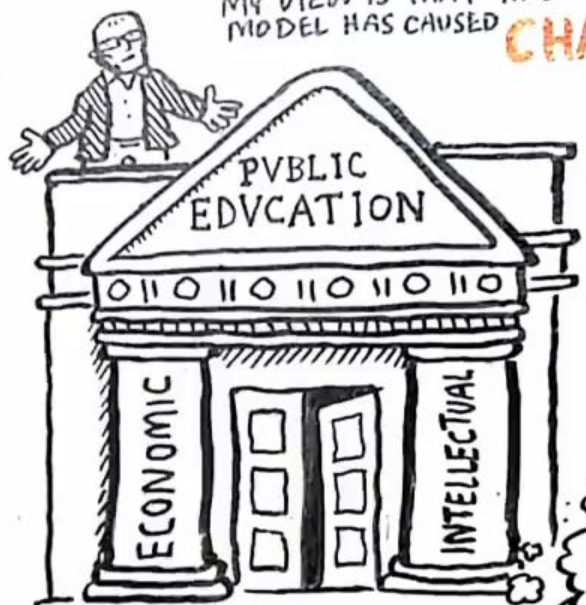
“The aim of public education is not to spread enlightenment at all; it is simply to reduce as many individuals as possible to the same level, to breed and train a standardized citizenry, to put down dissent and originality.”



H.L. Mencken



MY VIEW IS THAT THIS
MODEL HAS CAUSED **CHAOS**



ACADEMIC
SMART
PEOPLE



ALL MEN ARE MORTAL
SOCRATES IS A MAN
THEREFORE SOCRAATES
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ACADEMIC ABILITY

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AN ECONOMIC
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OF THE TIME



DEDUCTIVE
REASONING
KNOWLEDGE OF
THE CLASSICS



CULTURAL IDENTITY



NON
ACADEMIC

NON
SMART P

I KNOW
WHERE I



Low

Average

High

Pitch

Tone

Pulse

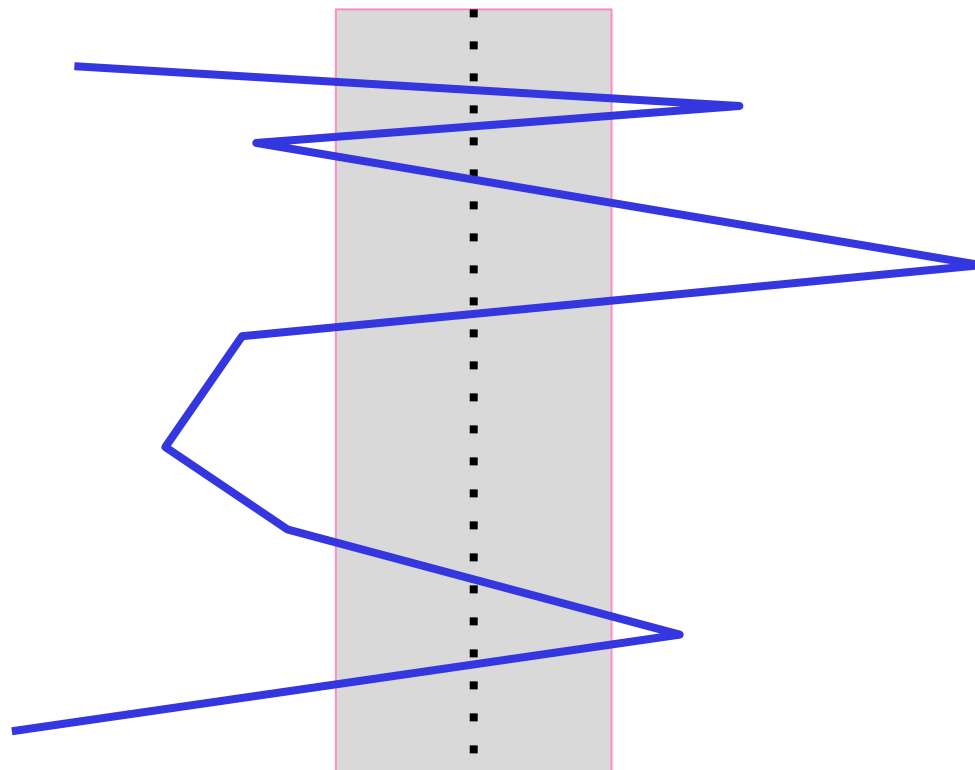
Musicianship

Rhythm

Expression

Technique

Intonation



Low

Average

High

Improvising

Creating

Performing

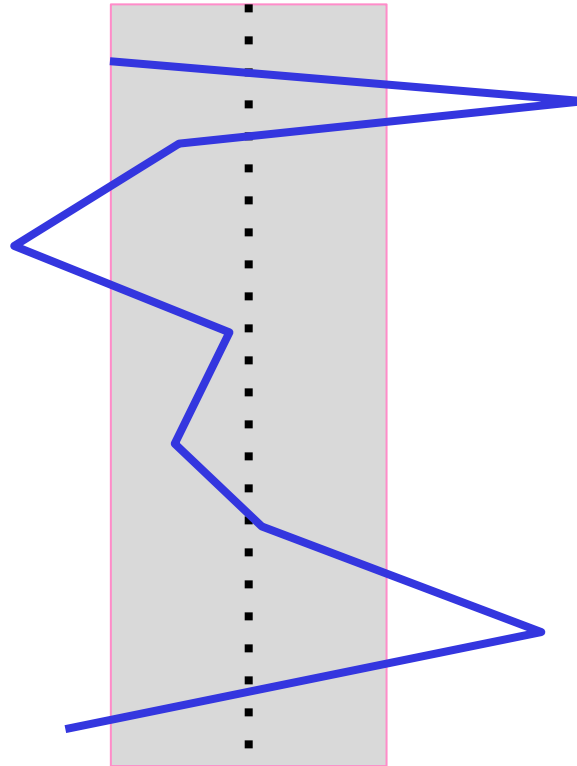
Musicianship

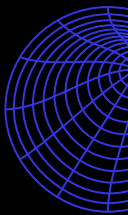
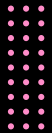
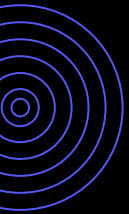
Analysis & Critique

Evaluation & Reflection

Interpreting

Connecting





Low

Average

High

Persistence

Curiosity

Empathy

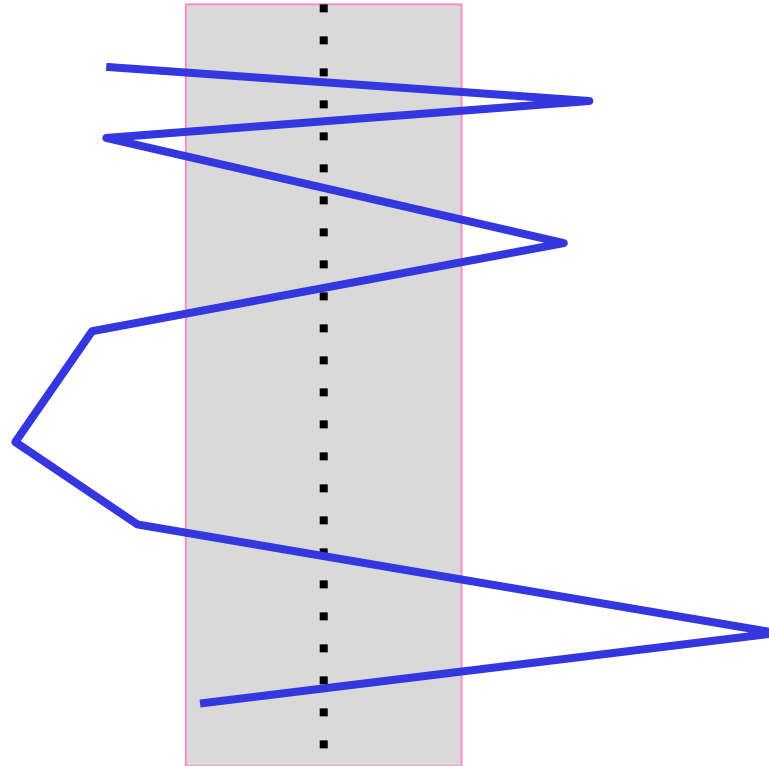
Courage

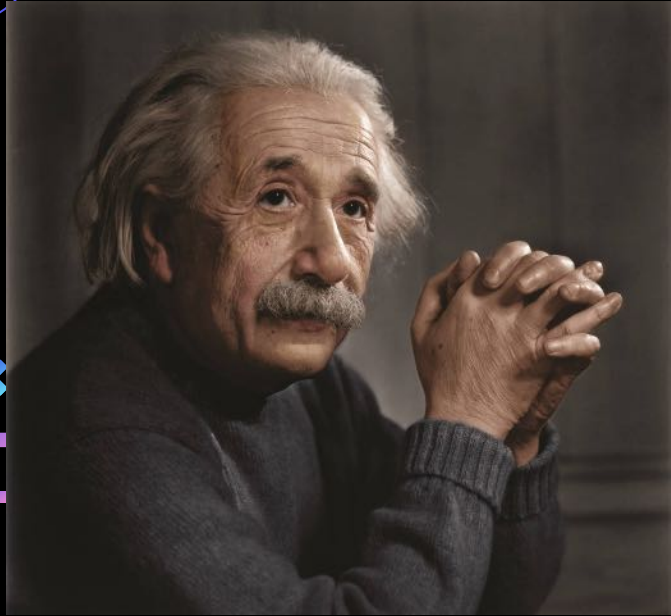
Leadership

Creativity

Compassion

Humility





“Not everything important
is measurable and not
everything measurable is
important.”

-Albert Einstein



100 Years



1923



2023

100 Years



1923



2023

100 Years

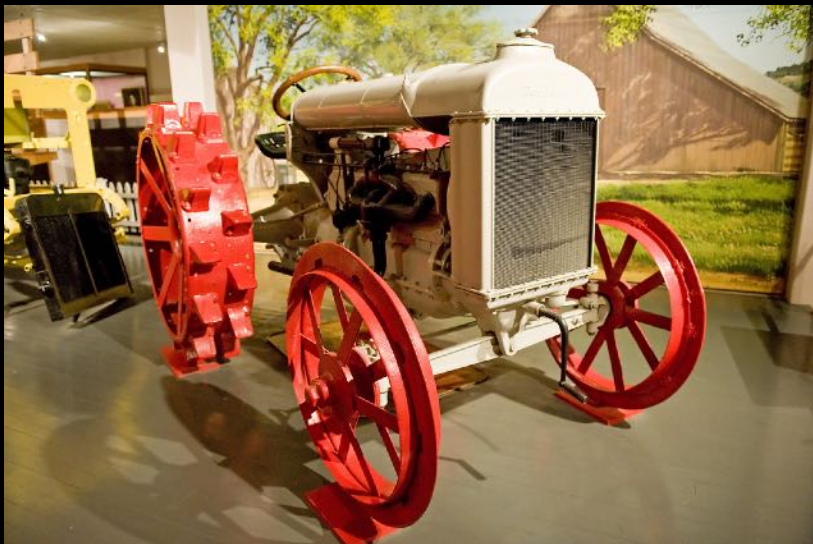


1923



2023

100 Years



1923



2023

100 Years



1923



2023

Times Tardy

SUBJECTS	6 wks	12 wks	18 wks	24 wks	30 wks	36 wks	Avg.
Spelling	B	B	B	B	B	A-	B+
Reading	B+	B	B+	A-	B+	A-	B+
Writing	C	C	C	C	C	C	C
Arithmetic	E	D-	D+	D+	C	C	D+
Geography	C	C	C+	B	A	A-	B+
English	C	C+	C	C	B	B	C+
History	D	C	C-	C	B-	B+	C-
Civics							
Hygiene	C	C	C	C	B+	B	C+
Music	C+	B-	B	B	B	B+	B
Home Economics	C	C+	B+	B	C+	B	B-
Agriculture							
Physical Education	C	C	C	C	C	C	C
CITIZENSHIP							
Obedience	C	C	B	B	B	B	B-

1923



Brunswick Academy

Student: **Felicity Bradshaw**

Class: **9th Graders**

Homeroom Teacher: **Anna Nagy**

Academic Year: **2013-2014**

Report Card

Subject	Cycle 1	Cycle 2	Cycle 3	Exam	Sem 1
Algebra II - Joey Little	A	A-		-	-
Fine Arts - Art - Anna Nagy	A	A-		-	-
Honors World Literature - Anna Nagy	A-	A		-	-
Latin II - Joey Little	B+	A+		-	-
Physical Science - Anna Nagy	A-	A-		-	-
World Studies - Joey Little	A	A		-	-

Attendance	Cycle 1	Cycle 2
Absent (Including Excused)	2	
Tardy (Including Excused)	0	

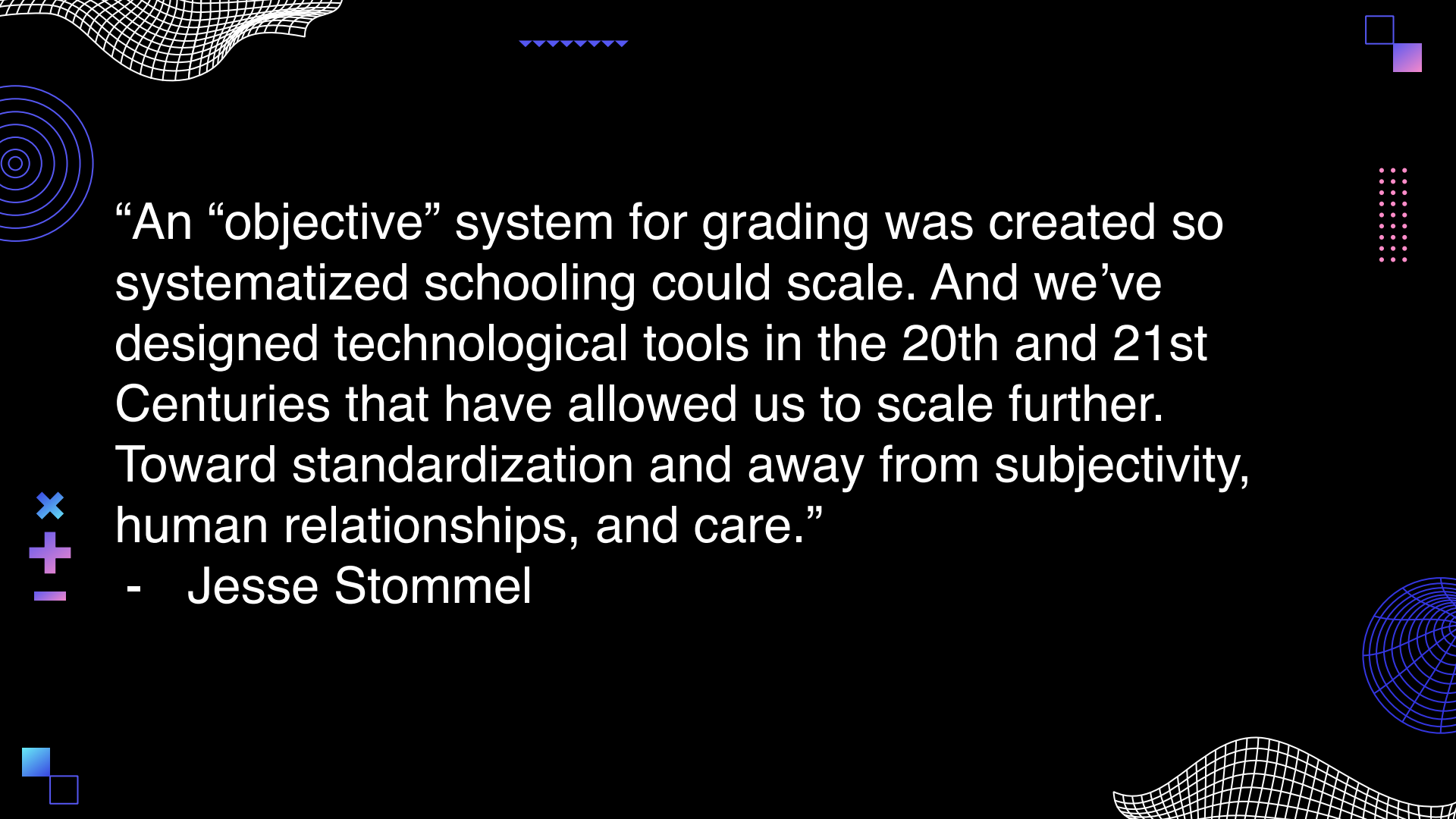
2023

Prior to the late 1700s, performance and feedback systems in education were incredibly idiosyncratic. The first “official record” of a grading system was from Yale in 1785. Throughout the 19th Century, they became increasingly comparative, numerical, and standardized.



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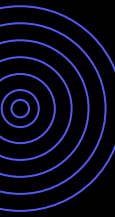
“An “objective” system for grading was created so systematized schooling could scale. And we’ve designed technological tools in the 20th and 21st Centuries that have allowed us to scale further. Toward standardization and away from subjectivity, human relationships, and care.”

- Jesse Stommel

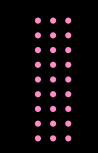
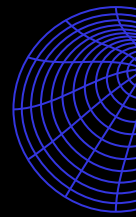
Turn & Talk

What are some of the inherent problems with grading?





11 Reasons To End Grading

1. Diminish students' interest in whatever they're learning.
 2. Create a preference for the easiest possible task.
 3. Reduce the quality of students' thinking
 4. Makes you less efficient and prevents "flow"
 5. Crushes creativity
 6. Crowds out good behavior & encourages unethical behavior
 7. Fosters short-term thinking
 8. Incapable of representing the complexities that it is meant to summarize
 9. It creates competition & comparisons while impacting mental health.
- 
- 
- 
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PEW RESEARCH CENTER | FEBRUARY 20, 2019

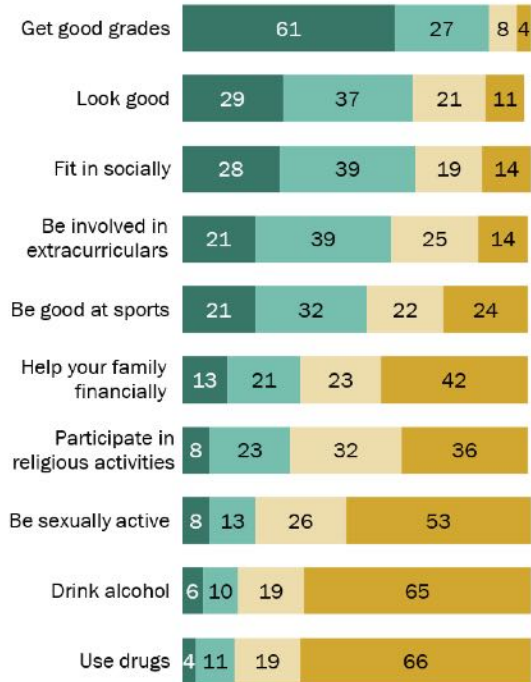
Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers



About six-in-ten teens say they feel a lot of pressure to get good grades

% of teens saying they personally feel ____ pressure to ...

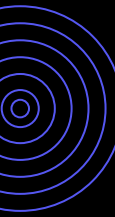
■ A lot ■ Some ■ Not too much ■ None at all



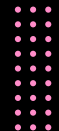
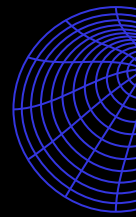
Note: Share of respondents who didn't offer an answer not shown.
Source: Survey of U.S. teens ages 13 to 17 conducted Sept. 17-Nov. 25, 2018.

"Most U.S. Teens See Anxiety and Depression as a Major Problem Among Their Peers"

PEW RESEARCH CENTER



10 Reasons To End Grading

- 
- 
- 
- 
- 
1. Diminish students' interest in whatever they're learning.
 2. Create a preference for the easiest possible task.
 3. Reduce the quality of students' thinking
 4. Makes you less efficient and prevents "flow"
 5. Crushes creativity
 6. Crowds out good behavior & encourages unethical behavior
 7. Fosters short-term thinking
 8. Incapable of representing the complexities that it is meant to summarize
 9. It creates competition and comparisons
 10. **Continues and potentially grows bias "baked into" the system.**

beyond ArtLess



Street Data

A NEXT-GENERATION MODEL FOR
Equity, Pedagogy, and School Transformation

SHANE SAFIR | JAMILA DUGAN

Foreword by Christopher Emdin

A CORWIN PUBLICATION CORWIN K-12 LEARNING

A CORWIN PUBLICATION CORWIN K-12 LEARNING

FORWARD BY CHRISTOPHER EMDIN

SHANE SAFIR | JAMILA DUGAN



KIA DARLING-HAMMOND
LINDA DARLING-HAMMOND



THE CIVIL RIGHTS ROAD
TO DEEPER LEARNING

FIVE ESSENTIALS
FOR EQUITY

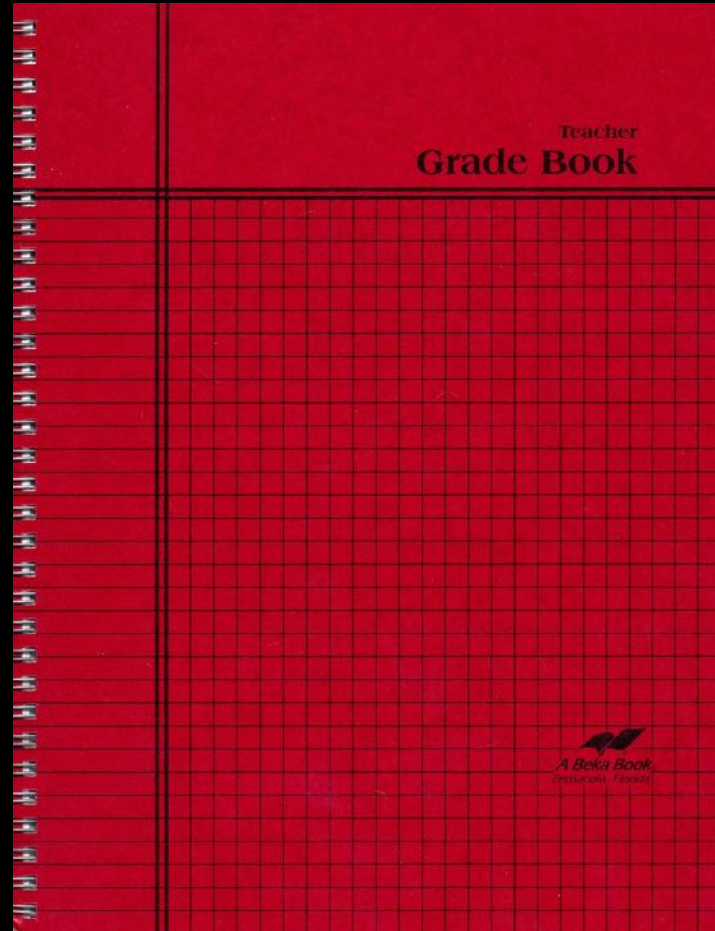
MULTICULTURAL EDUCATION SERIES JAMES A. HANCOCK, EDITOR



ENVISION
LEARNING PARTNERS *Empowering Results*

AURORA
INSTITUTE

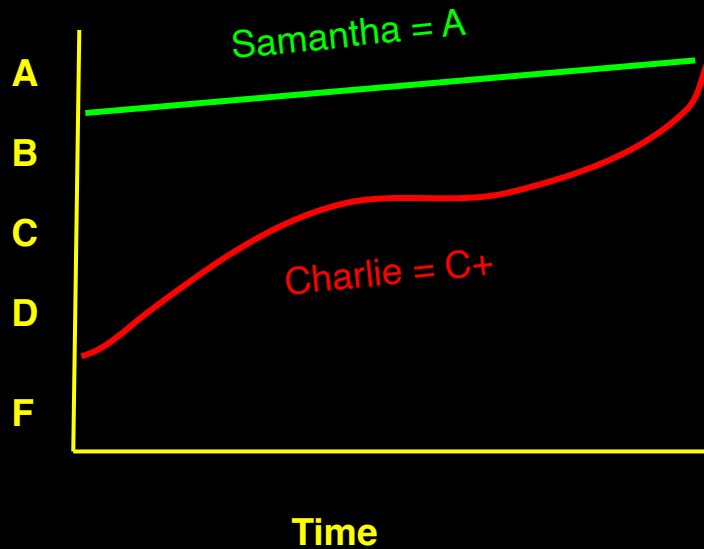
Grading Experiment



Averaging Performance Over Time Is Inaccurate

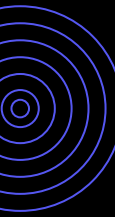
	Samantha	Charlie
Essay 1	A	D
Essay 2	A	C
Essay 3	A	B-
Essay 4	A	B+
Essay 5	A	A

Averaging Performance Over Time Is Inaccurate

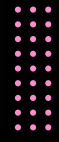


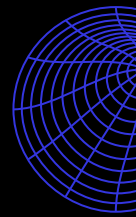


Institutional Bias

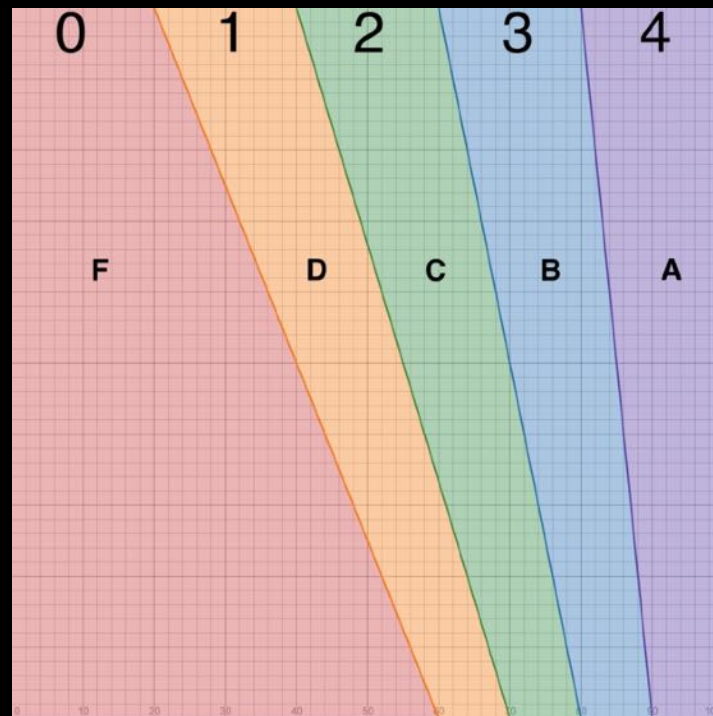
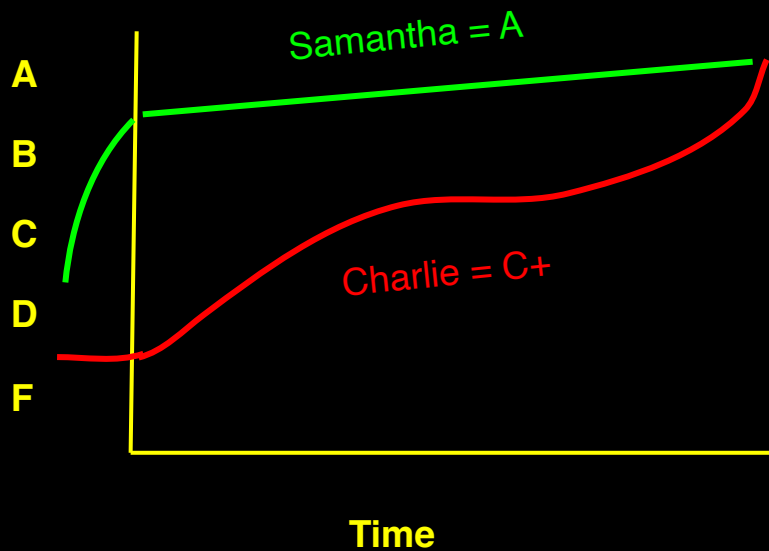


When the procedures and practices of institutions operate in ways that result in certain groups being advantaged or favored and others being disadvantages or devalued.



- 
- Grades reward those who have resources, time, support, prior knowledge.
 - Grades often do not recognize and support students with fewer support systems, and who have experienced more systemic barriers to academic success as well as more negative experiences with schools and other institutions of power.
- 
- 
- 

Averaging Performance Over Time Is Inaccurate





Just because you can
measure everything
doesn't mean that you
should.

W. Edwards Deming

“Improvements” To Grading

1. It is not enough to replace letter or numbers with labels
2. It is not enough to use rubrics
3. It is not enough to tell students in advance what's expected of them.
4. It is not enough to disseminate grades more efficiently
5. It is not enough to add narrative reports to grades
6. It is not enough to use “standards-based” grading
7. It is not enough to get rid of zeros
8. It is not enough to remove student behaviors (participation, attendance, effort)
9. It is not enough to accept late work
10. It is not enough to put up posters about “growth mindset”



Change In Mental Models

Six Conditions of Systems Change

"Mental models are the habits of thought- deeply held beliefs and assumptions, and taken-for-granted ways of operating that influence how we think, what we do, and how we talk."

-helpmegrownational.org

Mental
Models

Transformative Change
(implicit)

tural Change

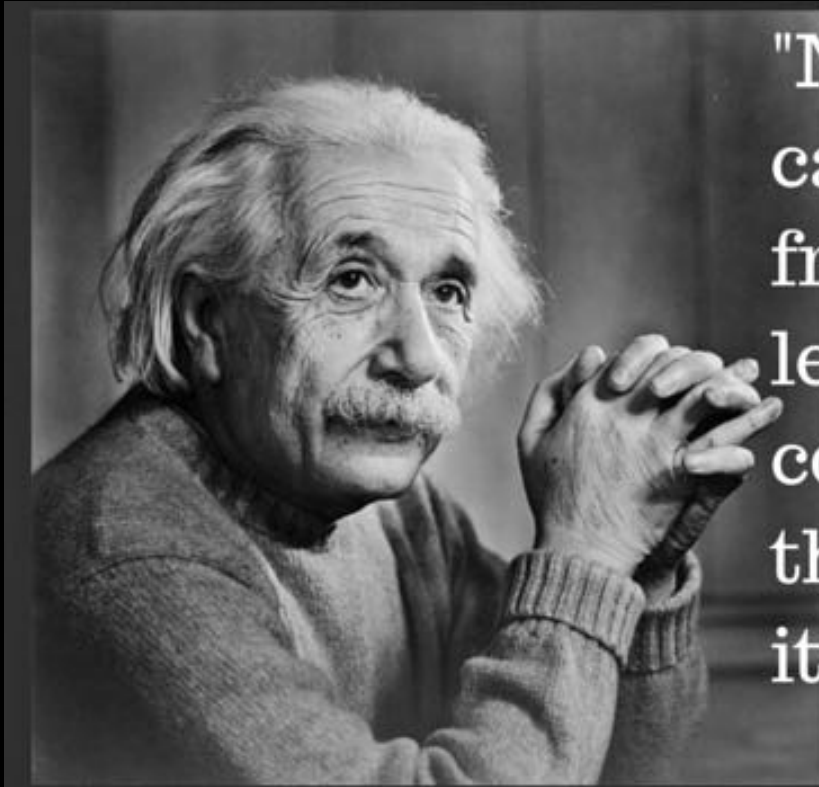
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REIMAGINING SOCIAL CHANGE

By: [John Kania](#) [Mark Kramer](#) [Peter Senge](#)



"No problem
can be solved
from the same
level of
consciousness
that created
it."

Albert Einstein

What Does Assessment Mean?



as·sess

/əˈses/

Origin

LATIN

ad-
to, at

LATIN

assidere

sit by

OLD FRENCH

assesser

assess

late Middle English

LATIN

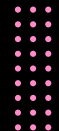
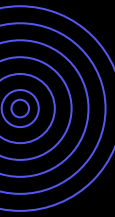
sedere

sit

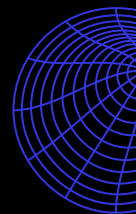
late Middle English: from Old French *assesser*, based on Latin *assidere* 'sit by' (in medieval Latin 'levy tax'), from *ad-* 'to, at' + *sedere* 'sit'. Compare with assize.



Ungrading Your Classroom Paradigm Shift 1

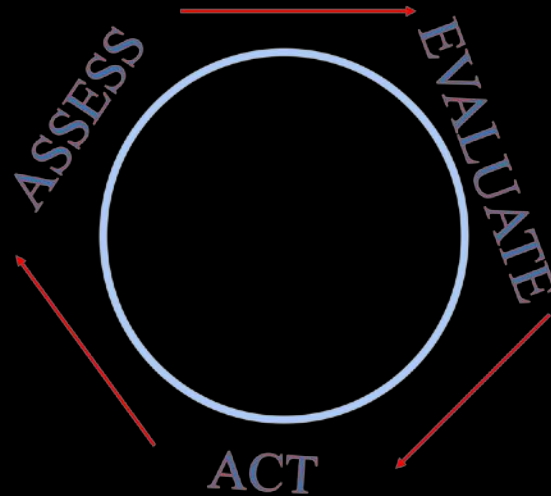


Grading is not necessary for learning but feedback is!

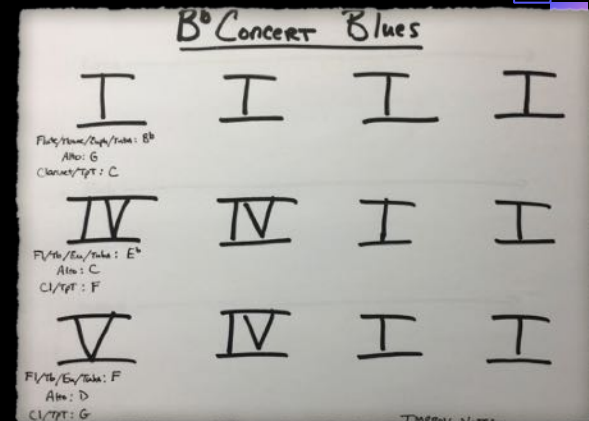


Ungrading Your Classroom Paradigm Shift 2

Assessment is not the same as evaluation.



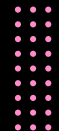
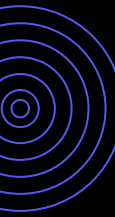
Kinesthetic Strategy



March	Swim	Lasso	Chicken
Clap	Hula	Sleep	Churn Butter
Punch	Jump	Jazz Hands	Super Hero



Ungrading Your Classroom Paradigm Shift 3



Starting With Why Assess?

1. To answer questions
2. To make instructional decisions.
3. To provide an opportunity for students to develop critical thinking skills and musical independence.
4. To provide meaningful feedback to the student
5. To show the effectiveness of instruction and curriculum.
6. To collect evidence for stakeholders



Ungrading Your Classroom Paradigm Shift 4

Who assesses?

- a. Teacher
- b. Student Self-Assessment
- c. Peers



1. Draw a pie chart displaying the “ideal” ratio of who does the assessing.
2. Draw a pie chart displaying “reality” in your classroom currently.

WHO?

Ungrading Your Classroom Paradigm Shift 5

What to assess? *It Begins With Quality Teaching & Curriculum*

“One can have the best assessment imaginable, but unless the accompanying curriculum is of quality, the assessment has no use.” - Howard Gardner

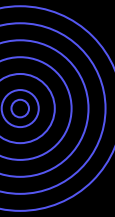


Comprehensive Musicianship
through Performance (CMP)

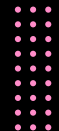
WHAT?



Ungrading Your Classroom Paradigm Shift 6



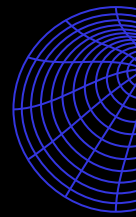
When to assess?



You can't stop assessing.

- 
1. Summative (linked to your outcomes)
 2. Formative (every strategy IS an assessment)
 3. Diagnostic (the assessment most often neglected)

WHEN?



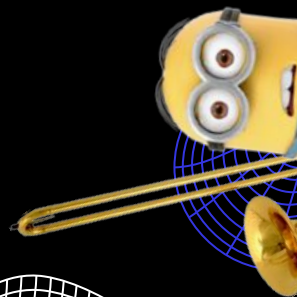
Summative (Did my students make it?)

Your outcome IS the destination



Diagnostic (Where are my students?)

Most Neglected Assessment



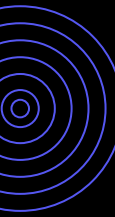
Formative (Are my students on the path?)

Every strategy IS an assessment.



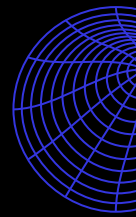


Ungrading Your Classroom Paradigm Shift 7



How To Assess?

- Pay attention
- Ask questions
- Ask more questions AND better ones!
- Allow students agency to demonstrate understanding in different ways in authentic ways that highlight their assets.
- Provide Autonomy, Mastery and Purpose

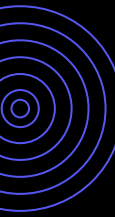


HOW?



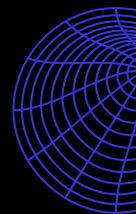
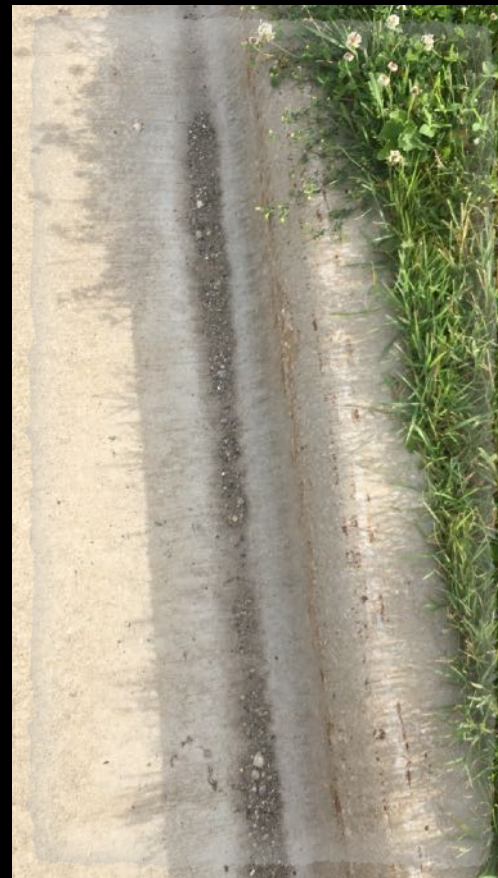
How To Assess

Pay Attention



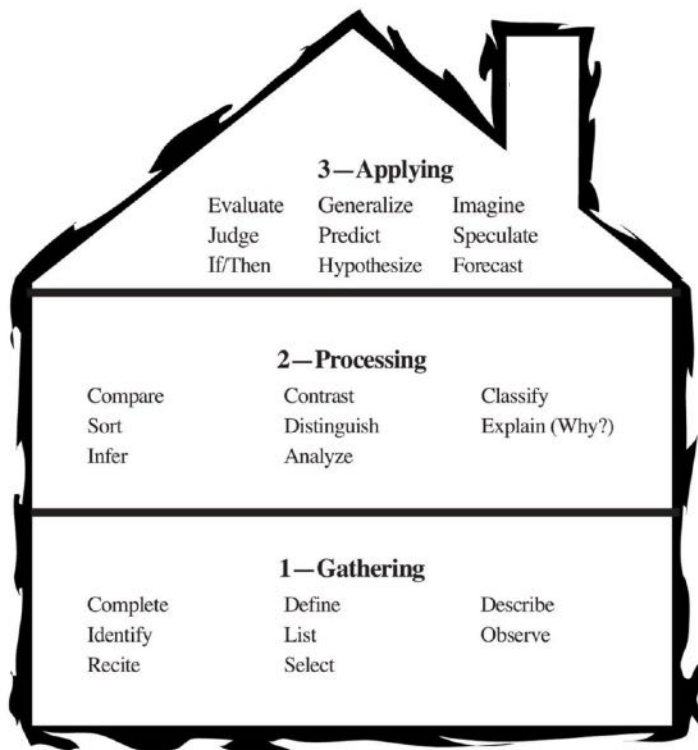
“Ten times a day something happens to me like this—some strengthening throb of amazement—some good sweet empathic ping and swell. This is the first, the wildest and the wisest thing I know: that the soul exists and is built entirely out of **attentiveness**.”

-Mary Oliver



How To Assess?

Levels of Questioning

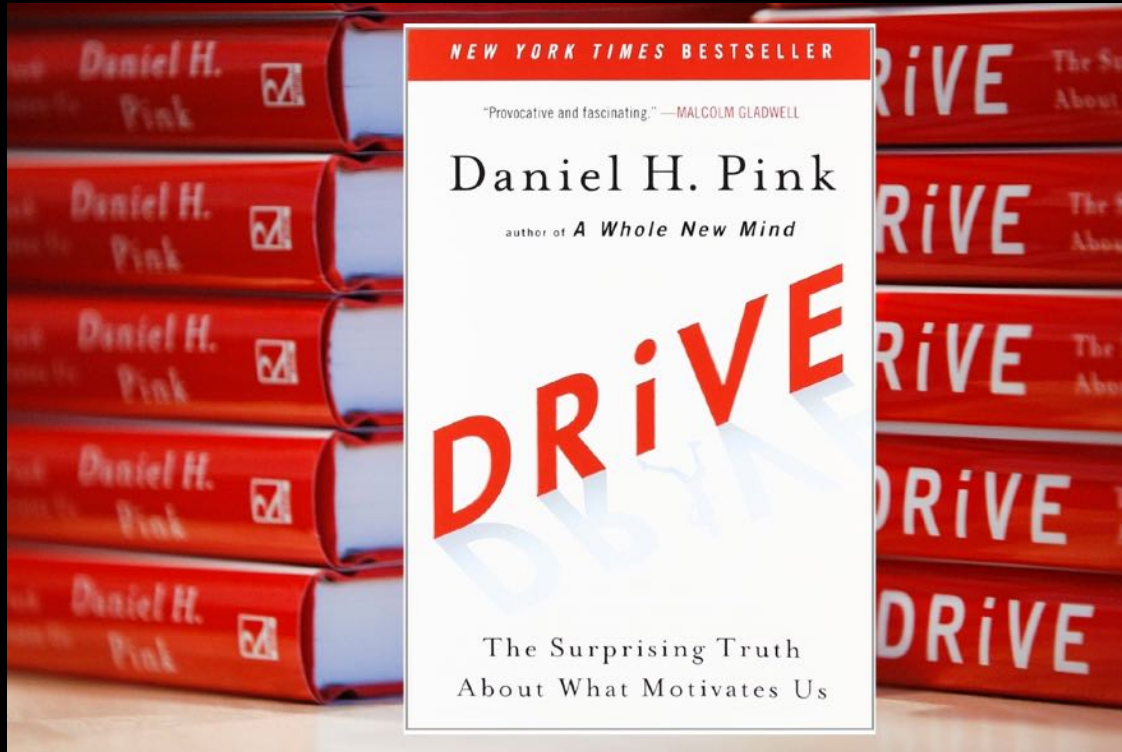


Instead of “I Can” statements, use “How Could You” statements.



How To Assess?

Autonomy, Mastery, & Purpose



How To Assess?

Harness Intrinsic Motivation

Final Project

Due in Band on **Monday, October 9th**

Directions: Your final project is due in band on Monday, October 9th. The project will be worth a test grade for Quarter 1. It will be graded on the following criteria:

Creating (Taking ownership of content) (40%)

Effect

Clarity

Teamwork

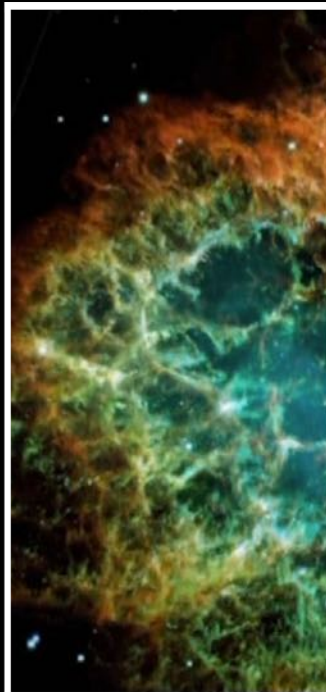
You may choose a project idea from the list or create your own project. However, if you decide to create your own project, please check it over with Mr. Glicker beforehand. The best ones will be used as a special video introduction to the music at our Fall Band Concert. AFD is the final assessment. You can present your project in any form (a PowerPoint, paper report, video, performance, etc.).

Project Ideas

1. The melody for Psalm 42 has another name "The Water is Wide." Research the lyrics for the Water is Wide and describe how it compares to the story of Oregon.
2. Research the Latin 15-Q Synthesizer and what is currently known about this condition.
3. Research Psalm 42... what is it about? How does it relate to this story?
4. Research the traditional march style and find other members that use this style. Using a recording, do a report about the different sections you hear.
5. Listen to Sam Harte's "Fate" and compare it to "Ascend." Describe the comparisons.
6. Gather pictures of the sky that represent the different sections of the music in "Voices of the Sky." Relate how the pictures compare to the music.
7. Using Psalm, compose a song that describes or portrays a person or thing for your instrument.
8. Research the only existing Shaker community in the United States.
9. Watch "Belt's" version of "Simple Gifts" on DVD. Describe how the ensemble moves to the music and what it does to reflect the style of this music.
10. Do research on the composer Robert W. Smith. What other pieces has he written other than "Encanto"? How do they compare and contrast?
11. Email Robert W. Smith and ask him a few questions about "Encanto." (see Mr. Glicker before you do this)
12. Using Smart Music, improve a new melody for a "New Day Action" and record it and send it via email to Mr. G.
13. Draw a picture to represent one of the pieces we are performing... or a picture representing sections of the music. Be sure to include how the picture relates to the music.
14. Compare the rhythm of "Encanto" to the rhythm of "America" by Bernstein. How is it similar?

Or your own idea... be creative and have fun!

Page 23



PMMS 7th Grade Band 1st Quarter Assessment

Your username (cpgleas@sunprairieschools.org) will be recorded when you submit this form. Not cpgleas? [Sign out](#)

* Required

First Name *

Last Name *

Please Select Your Band

Continue »

8% completed

Assessment 2015-2016 (Responses)

Format Data Tools Form Add-ons Help Accessibility Last edit was made seconds ago by Chris Gleason

autoCrat ▶

Doctopus ▶

Flubaroo ▶

Get add-ons...

Manage add-ons...

Launch

Import Roster

Settings ▶

Help

Email 1

Email 2

Please Select Your
Band

Did you complete all four
parts of the Rock
Project?

Did you
Band

April 3, 2016

Dear Parents/Guardians of Sydney Gray

The goal of assessment is to provide feedback to the student, teacher, parents, and other stakeholders. Research has shown that students who practice self-reflection and self-analysis do better and accomplish more. Our goal is to provide students the opportunity to practice self-reflection and self-analysis while receiving feedback from their teachers. This process will also provide you with a multifaceted report on student progress. These reports will be sent to you in the form of a PDF once per quarter and will give you more information than what you will see in their official grades.

Band Proficiency Statements

- 1.) Individual skills - Demonstrates appropriate skills & techniques in lessons.
- 2.) Ensemble skills - Demonstrates appropriate skills & techniques in large group settings.
- 3.) Imagination, Creativity, Composition, Improvisation & Innovation
- 4.) Literacy - Read, Write, Listen, Speak and Think
- 5.) Analysis & Evaluation - Respond to music through analysis and evaluation
- 6.) Connections - Demonstrate connections between art, culture, history, community & self.
- 7.) Building Myelin - Demonstrate goal-oriented practice, practice strategies, and self-evaluations.

It is my goal to change the paradigm of assessment in music education. I want to see your children more actively engaged in their own assessment. I believe that if we want students to become self-reliant; self directed, self assessing learners they must have the opportunity to practice self reliance, self assessment and self direction. To this end, we have embarked on a new way to assess! The next few pages contain reflections that your child filled out based on their current progress and growth in band. You will also see summary comments at the very bottom from me.

I hope that you find this reflection informative and useful. I think it says more than simply putting a number in a box on a generic grade report. Thank you for taking the time to read it. If you have any questions, comments or concerns please contact me.

Sincerely,
Mr. Gleason
cpgleas@sunprairieschools.org

Question	Student's Assessment
Individual skills - Demonstrates appropriate skills & techniques in lessons.	
<i>On a scale of 1 (No Improvement) to 4 (Excellent Improvement) rate your growth and improvement on your instrument this quarter.</i>	3: Good Improvement (met expectations)
<i>How prepared were you for your band lessons this quarter?</i>	Prepared
<i>On average how many days per week did you practice on average this past quarter?</i>	1-2 Days Per Week
<i>How does your preparation impact the band?</i>	My preparation hugely impacts the band. If I don't practice or know my part, the whole band sounds off. We are a team, and a team needs all it's players to win. So, if I'm out of tune, the whole band sounds out of tune. To get better as a band, we first need to get better as an individual. And if I'm not ready as an individual, I'm only holding the band back from its true potential, which is why I need to practice and be prepared each time I walk into the band room. Because I've been unprepared before, and the whole band is a mess because of that. So, that's how my preparation impacts the band. And it's not just me. Every musician needs to prepare and practice, so that we all shine and do good. If one note is out of tune, the whole band is out of tune. Anyways, that's my answer.
Ensemble skills - Demonstrates appropriate skills & techniques in large group settings.	
<i>On a scale of 1 (Not meeting expectations) to 4 (Exceeding expectations) how did you do in rehearsals? For example, did you arrive on-time, get your materials ready quickly, take care of your music and equipment, have a pencil -instrument- and other supplies, stop and start quickly, stay focused, do your best, clean-up quickly?</i>	3: Meeting expectations in all of these areas
<i>What could you do better in rehearsals to make our band better?</i>	I could put together my instrument quicker so that I can start on warm ups earlier and be more prepared. I could also pay attention and listen more, because I can easily get distracted and lose where we are in a piece of music.

Imagination, Creativity, Composition, Improvisation & Innovation

Did you complete and turn in your project for the Early Spring Band Concert?

Yes

How did you do on your project?

3: I got it done but could have done a bit better on it. Overall though, I'm happy with it.

Literacy - Read, Write, Listen, Speak and Think

What lesson number or page number are you on in your book?

Page 20, Lesson 16

What lesson number or page number do you want to be at by the end of the year?

Lesson 25

Analysis & Evaluation - Respond to music through analysis and evaluation

Did you complete and turn in your portfolio in band?

YES

What was your favorite thing that you learned in band this past quarter?

I'm not quite sure what my favorite thing we learned in band was. I liked learning about "Rock Music" and the story behind it. I also found it pretty cool to learn many other things. But a favorite? I don't have one exactly unfortunately.

What is your favorite band piece that we are currently working on? Why?

My favorite piece is "Cave You Fear" because it's spooky and fun and kind of relatable to coming across new places and not knowing what to think. I also enjoy measure 79 where we get the fun and quick-paced melody. Overall, this piece is just really fun and cool in my opinion. I'm really glad we get to play this piece this year.

Connections - Demonstrate connections between art, culture, history, community & self.

What message do you think composer Shapiro is trying to send to the audience with "Rock Music"?

I think that "Rock Music" is about showing people that rocks aren't just a piece of nature you take for granted. That rocks are beautiful, special, and musical. She's trying to show people that music isn't just blowing into a clarinet or banging mallets on a marimba. I think she's trying to encourage people to think outside-the-box in music. That these rocks just symbolize how clever and creative you can be in music. She's trying to inspire people to think creatively and take music to a whole new level. I like the message she's trying to send with "Rock Music".

Building Myelin - Demonstrate goal-oriented practice, practice strategies, and self-evaluations.

Overall, which statement best describes you this past quarter in band?

I did good work in band. I feel that I'm mostly prepared for my lessons and band music.

What is one thing that YOU want to improve on this next quarter and why?

I want to improve on lighter tonguing and practicing more because this is how I'm going to improve and become a better musician this way.

What is your plan to get your goal above accomplished?

I'm going to take my instrument home over the weekends and practice on Friday, Saturday, and Sunday. Typically, I don't bring

	my instrument because it's hard to carry it a mile all the time. But I've learned to acknowledge that and I'll hopefully get better than this. And my tonguing, I'm very determined to tongue lighter and I think my determination will help me.
<i>Specifically looking at "Rock Music" - what is your plan to be able to learn your part?</i>	Counting! I need to count very precisely, or else I'll miss my entrances.
<i>How proud do you want composer Shapiro to be when she hears us play "Rock Music" at the concert on May 10?</i>	Are You Kidding ME? Excited

Overall Comments from Mr. Gleason

Wow...does Sydney write well! Clearly her understanding of music is at a deep level for her age. I agree with her reflection 100%. Get that instrument ready quicker, keep counting, and lighten up that tongue.





**“A ship is safe in harbor,
but that's not what
ships are for.”**

~ William G.T. Shedd ~



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- Three videos from the composer during the process.
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Jennifer Jolley - Grade 2.5-3

JaRod Hall - Grade 1.5-2

\$150 to work with one composer of
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Registration ends April 15, 2024



Contact Me

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www.chrispgleason.com (personal website)

TEDxOshkosh “Lighting A Fire In Kids” (TEDx Talk)
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