

Performance-Based SLO for Major Scales

Preparation

Major scales for each instrument are included in this file. If, for some reason, they won't open, Google **Major Scales and Arpeggios** and find the ones for gcchs (www.gcchs.org) and print them. 16 pages, one for each instrument. Make copies for all students. Another site is daviehighbands.weebly.com. Major and minor scales (all 3 forms) are available at www.springvalleyband.com

Pre-test

Choose your sample population. Remember, 10% of your class may be sufficient so pre-tests and post-tests are less tedious. However, all students should learn the scales. Ask each student in your testing group to play all the major scales. (See **Consideration d** below.) Give credit for successful performance only when the scale is performed with no mistakes. When a mistake occurs, the student should stop and move to the next scale. (This can be done in pull-out sectionals, or recorded and sent to you to review, or it can be done in class. Be certain that those waiting their turn do not have time to study the scales. See **Considerations a** and **b** at the bottom. Record the number of scales each student performed correctly. Determine the level of improvement you hope to see ('Students will go from playing fewer than 5 scales correctly to playing more than 8 correctly' or similar.) Scales need not be memorized.

Teaching and Learning

Assign scales 1-4 for the first week. Practice them as part of your daily warm-up. Encourage students to practice them carefully at home. Require reeds to alternate sides and avoid 'the pinky polka'. Help them with these fingerings.

Quiz #1 – at the end of 1 week, re-test students on scales #1-4. Again, only count the scale as successful if there are no mistakes. If a mistake is made while performing, the student should stop and go on to the next scale.

Quiz #2 – Repeat the above assignment and testing for scales 5-8.

Quiz #3 – Repeat the above assignment and testing for scales 9-12.

Post-test

Ask students to perform all 12 major scales. If a mistake is made while performing, the student should stop and go on to the next scale. Only count scales that are correctly played.

Considerations

a-Because of how much time this ultimately takes, consider teaching everyone the scales but only using part of the class as your testing sample.

b-To make it even easier, use students who play the same instruments for your testing sample.

c-SmartMusic or similar programs may be of assistance to you in the testing.

d-Consider setting a time limit for the performance of each scale, especially in the pre-test.