

NZSI Level One Assessment

Information, Assessment Format, Preparation, What to bring and Assessment Schedule

Updated April 2016

General Information

There are four levels of assessments in the NZSI teacher training programme. Assessments at each level involve 3 parts: performance, teaching, discussion and written work. The assessment by two NZSI Registered Teacher Trainers takes approximately one hour. Assessments are held mainly at summer camps and school holiday workshops at various locations in the North and South Island. There are two dates for application: **May 15 and October 15**. Assessments applied for by 15 May deadline will be scheduled July - September. Assessments applied for by 15 October will be held December - April. **All unfinished written work and observation hours must be completed before applying.**

Assessment Format

The Level One Assessment covers training Units 1A, 1B and 2. (Suzuki Books One and Two)

1. Give a short recital (approximately 15 minutes) of pieces from Books One and Two, including in each case the Twinkle Variations and the Books' graduation pieces. This recital is to be performed by memory.
2. A 15 minute lesson is to be taught to a student in Book One or Book Two.
3. A discussion of the Suzuki philosophy and key teaching points as they relate to Level One. Also, you will submit all of your written work (teaching points, essay and documented observations) for Level One.

Preparation

See the Assessment Schedule for assessment details

(1) Performance

Make sure you have practised the pieces in Level One with the Suzuki Volume 1 and 2 CDs. Instruments other than piano and guitar should play with the piano accompaniment on the CD.

(2) Teaching

Plan a demonstration lesson (approx. 15 minutes) with a Level One student. Use the expected outcomes and quality list in the assessment schedule as a guide in your preparation. Organize for your student with parent to be present at the beginning of your assessment.

(3) Discussion on Teaching Points and Philosophy

Read through your teaching points and philosophy notes and be prepared to answer questions. Reading Nurtured by Love or Ability Development again is recommended.

(4) Written Work

Collate all of your written work for Level One and bring it to your assessment. Be sure your work is organized and easy to access and read. Written work to include all teaching points, observations, Philosophy essay and other work required by your Teacher Trainers.

What to bring for your assessment

Your instrument

Appropriate Suzuki CD's for the level of assessment and equipment to play the CD.

All of your written work

Organize for your student with parent to be present at the beginning of your assessment.

If you have questions or concerns regarding your assessment after reading this information please contact your most recent NZSI Registered Teacher Trainer.

Level One NZSI Teacher Assessment Schedule

Assessed Dimension: Performance

Assessment Components:

* Approximately 15 minutes of playing- 6-10 pieces in total including Twinkles and the book graduation pieces.

* Performance of pieces from Books 1 & 2 chosen by the assessors.

* Playing is by memory.

* Instruments other than piano and guitar should play with the piano accompaniment on the relevant CD.

Expected Outcomes and Quality:

Indicate in first column below: Yes, No or Not Applicable(N/A)

(a) Repertoire:

	Technical and interpretive demands of the selection(s) are commensurate with performer's technical and musical abilities
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(b) Physical aspects:

	Demonstrates balanced posture
	Demonstrates ease of movement, efficient motion (e.g., no unnecessary tension evident)
	Appears physically comfortable

(c) Tone production:

	Tone is pleasing, resonant and full.
	Tone varies when appropriate.
	Volume is even but varies when appropriate.

(d) Technical accuracy:

	Plays correct notes.
	Intonation is accurate.
	Tempo is appropriate.
	Musical pulse is steady, yet varies when appropriate (e.g., rubato, ritard).
	Rhythm is accurate and precise.

e) Musicianship:

	Dynamics varied to create expressive effect.
	Notes are articulated appropriately and consistently.
	Creates motion in melodic line (phrase shape, rise and fall)
	Phrases end gracefully (e.g., tapered dynamics, ending notes sustained).
	Performance is consistent with (within the bounds of) stylistic convention.

	Interpretive choices are consistent.
	Performance conveys the character of the piece (e.g., march is march-like).

(f) **Stage presence:**

	Demonstrates appropriate poise and bearing.
	Acknowledges fellow performers (if applicable).
	In the event of error, continues without pause.
	Bows when appropriate.

(g) **Focus of attention:**

	Performance conveys sense of concentration.
	Performance conveys sense of confidence (little hesitation or timidity evident).

Assessed Dimension: Teaching

Assessment Component:

A 15 minute Demonstration lesson is to be taught to a Level 1 student. Evaluation of this component will be based on the expected outcomes and quality. While it may not be possible for the demonstration lesson to show all of the areas, it is expected that teachers will show competence in most of the areas.

Expected Outcomes and Quality:

Indicate in first column below: Yes, No or Not Applicable(N/A)

(a) **Lesson Approach:**

	Gives clear directions to students and (where applicable) parents
	Provides clear instructions for assignments
	Adapts method of presentation to accommodate student's needs and level of understanding (e.g. uses vocabulary that is appropriate for student)
	Introduces tasks (performance techniques, cognitive tasks) that are appropriate to the child's age, experience, and capabilities, both in terms of the amount of material and the size of the steps in the learning sequence
	Assesses student's understanding of teaching points (i.e., requires the student to demonstrate understanding either verbally or through performance)
	Provides excellent playing model/example

(b) **Lesson Focus:**

	Emphasizes tone production in the lesson
	Refers to relevant recording listening during the lesson
	Focuses student attention on main points of instruction
	Limits number of instructional points addressed in the segment of the lesson shown

(c) Lesson Activities:

	Uses demonstration, imitation, and repetition throughout lesson
	Incorporates a variety of activities into the lesson
	Uses review of previous materials to introduce and reinforce skills
	Includes opportunities for student to experiment and explore alternative approaches (when appropriate)
	Incorporates use of technology (when appropriate)

(d) Evaluation of student performance by teacher:

	Accurately identifies technical problems and possible solutions
	Gives specific praise (i.e., identifies specific aspects of performance done well)
	Gives specific corrective feedback (i.e., identifies specific aspects of performance in need of improvement)
	Timing and proportions of praise and corrective feedback are balanced (e.g., praise and corrective feedback are interspersed throughout instruction as appropriate)
	Focuses feedback on the specific aspects of the task at hand rather than on generalized evaluations of the student (especially with regard to corrective feedback).

(e) Student independence and enthusiasm:

	Develops observation skills by inviting the student to describe his or her own performance, demonstrations by the teacher, and/or professionally recorded performances
	Guides the student in performance evaluation by focusing attention on critical points
	Develops problem solving skills by creating opportunities for the student to formulate solutions to problems or answers to questions
	Invites student to make appropriate choices (within the capabilities of each child)
	Gives specific advice regarding home practice
	Follows through with assignments by assessing student's progress on assignments from the previous lesson(s)

(f) Personal interactions:

	Teacher makes eye contact with student and parent. When applicable, teacher positioned at child's level.
	Varies voice (i.e., uses vocal inflection when speaking)
	Uses humour appropriately
	Maintains student attention
	Invites student and parent to ask questions

(g) Teaching environment:

	Space is clean, well lit, quiet and free of distractions.
	All materials are readily available.
	Student, teacher, and parent (when applicable) are positioned to facilitate interaction (e.g., clear lines of sight).

Assessed Dimension: Discussion

Assessment Component:

Teacher must be ready to answer questions posed by the assessors on (1) the relevant teaching points for Level One and (2) the general Suzuki philosophy and approach to music teaching and learning. *Possible questions may include: What are the essential elements of Suzuki's philosophy? What are your expectations for the parents of a new student? What are the new techniques in Minuet 2?*

Expected Outcomes and Quality:

Indicate in first column below: Yes, No or Not Applicable(N/A)

	Shows knowledge and understanding of the Suzuki Philosophy.
	Responses are confident and assured indicating familiarity with the required teaching points and ideas.
	Familiarity with the relevant Suzuki literature is evident.

Assessed Dimension: Written Work

Assessment Component:

Teacher will present all written work relating to the Level One training including observations, teaching points, Philosophy essay and other work as required by your Teacher Trainer(s).

Expected Outcomes and Quality:

Indicate in first column below: Yes, No or Not Applicable(N/A)

	Work is well presented in a designated folio.
	Work is accessible and organized in a systematic manner.
	Work is accurate and thorough.