

Choral Clarity's Midterm Exam

Please answer all 10 questions and circle the number of each answer that best describes your overall student body.

1. Do your students learn music considerably faster than they did at the start of the first term?

1. Teaching new music is like pulling teeth. It's like the beginning of the year all over again.
2. I think they are learning music a little bit quicker, but it's hard to tell
3. Many students read better and are more focused
4. There is a shift in the room and the average and weakest singers are pulling their weight and being more focus, speeding up the rehearsal process dramatically

2. Are the graduating seniors in your program leading by example and giving maximum effort?

1. The seniors bring down my group and make teaching very difficult
2. Some senior leaders are helpful while others have a bad attitude
3. The seniors care about the group, but I'm a bit fearful about the second half of the year, once senioritis kicks in
4. The senior class leads by example, positively mentors the younger members, enhances the traditions, and wants to see the choir continue to thrive once they graduate

3. Do students of all skill levels suggest repertoire that they've found, or provide links to great recordings for you and the choir?

1. I am the expert and have no interest in what my students have to say
2. The top singers bring back the All-County music/festival music that they enjoyed
3. The top singers occasionally share videos and recordings of pieces we are currently working on or of new pieces that they would like to sing.
4. Students of all levels occasionally share videos and recordings of pieces we are currently working on or of new pieces that they would like to sing.

4. Do many of your students continue to sing beyond the ending bell?

1. I end early daily so they can get to their next class. Singing stops immediately.
2. Students sing after the bell if I keep them after the bell to finish a song.
3. Students occasionally sing after the bell if they are engaged in singing at the bell.
4. Virtually every day, students sing through the closing bell, packing up, and walking out the door.

5. Do the majority of students raise their hands to answer questions?

1. Very few hands are raised because they don't know anything.
2. The same handful of students raise their hands.
3. A large number of students raise their hands.
4. I generally ask open-ended questions and wait long enough to engage all students, and therefore most students will raise their hands.

6. Do students accurately self-assess themselves?

1. They do not self-assess. They understand how they are doing by the grades I give them
2. They rarely self-assess and
3. Students self-assess but don't fully understand how they are doing
4. Students recognize our expectations both musically/behaviorally and accurately assess their contribution.

7. Do students exhibit pride for being in choir?

1. It's just a class. Some students like to sing and some don't
2. Students are moderately excited for their concerts, but little else
3. Students are free to volunteer to perform at additional concerts and events, whenever needed
4. Students can perform at concerts and events virtually anywhere, weaved into the community's culture, and lead themselves (I do not need to be there)

8. If we, the teacher, are not present at the beginning of class, will the choir start rehearsing on it's own?

1. Students will assume there is a study hall or leave if I'm not in the room
2. There is never a rehearsal or concert where I will not be present
3. If I'm not there, students will attempt to takeover, but chaos will ensure until I arrive
4. Student vocal leaders takeover the choir and the choir immediately responds as if I am leading the class

9. Have the majority of choral members bought into our vision?

1. For them, it's just a class
2. I'm working on creating my vision
3. There's a good number of students who have bought in
4. The inherent culture is fully aligned with my vision

10. Do you believe the overwhelming majority of new members will continue singing next year in our choral program?

1. Enrollment is based on who the guidance counselor puts in my class
2. Enrollment numbers are steady but most students in the program do not stay for 4 years
3. Many first year students leave the program (40% or greater), but those who continue stick with it
4. The overwhelming majority of students see choir as a four-year program, and stick with it for all 4 years

Scoring:

Add up your numerical answers. If you earned a score of:

36-40 - Your singers are thriving and you have created a wonderful choir culture where all students experience musical growth and a sense of community that they will carry with them well beyond their high school years.

31-35 - Your top singers have great opportunities for growth and a sense of community. More could be done to improve opportunities for the average and below average singers, many of whom do not stick with the program more than one year.

26-30 - Your top singers sing in a well-run ensemble and have a great sound, but need more opportunities for growth and community building. Your average and weaker singers need to be engaged in order to build a strong program.

21-25 - Your students are not succeeding because your vision lacks clarity. [Focus on what you want your program to be](#), and build those opportunities for your singers. Create clear guidelines, routines, and expectations that students can understand and work towards.