

PROGRESS ASSESSMENT AND S.M.A.R.T. GOALS

by Dr. Brian A. Shook

Name: _____

Major: _____

Class Year: _____

Projected Graduation Date: _____

MUSICAL STRENGTH and WEAKNESS ASSESSMENT

On a scale from 1 to 10 (with 10 being the strongest), rate your ability on each of the following:

- | | |
|----------------------------------|----------------------------------|
| _____ Tone/beauty of sound | _____ Critical listening |
| _____ Intonation | _____ Clear/precise articulation |
| _____ Accuracy | _____ Ensemble skills |
| _____ Solfege | _____ Breath control |
| _____ Power of sound | _____ Practice habits |
| _____ Dynamic contrast | _____ Articulation versatility |
| _____ Lip bends | _____ Double tonguing |
| _____ Pedal tones | _____ Triple tonguing |
| _____ Soft playing | _____ Single tongue speed |
| _____ Phrasing/musicality | _____ Flutter tonguing |
| _____ High range | _____ Whisper and pop tones |
| _____ Low range | _____ Free buzzing |
| _____ Consistent timbre | _____ Sight reading |
| _____ Finger-tongue coordination | _____ Transposition |
| _____ Lip flexibility (slurring) | _____ Trills, ornamentation |
| _____ Rhythm | _____ Confidence |

Which of the musical qualities above did you make the most progress on last semester?

What can you do today (and continue doing) to maintain and/or improve this quality?

Which of the musical qualities above needs the most improvement from last semester:

What can you do today (and continue doing) to improve this quality?

PERSONAL STRENGTH and WEAKNESS ASSESSMENT

On a scale from 1 to 10 (with 10 being the strongest), rate your ability on each of the following:

- | | |
|---|-----------------------------------|
| _____ Attitude | _____ Happiness |
| _____ Diet/eating healthy | _____ Life balance |
| _____ Physical exercise | _____ Work ethic |
| _____ Study habits | _____ Creativity |
| _____ Academic grades | _____ Not making excuses |
| _____ Personal hygiene | _____ Proactive |
| _____ Respect toward friends/colleagues | _____ Ambition/drive |
| _____ Respect toward self | _____ Overcoming procrastination |
| _____ Respect toward elders | _____ Communication skills |
| _____ Confidence | _____ Self-control |
| _____ Ability to adapt | _____ Kindness |
| _____ Response to criticism | _____ Humility |
| _____ Stress management | _____ Achieving goals |
| _____ Enthusiasm toward career/school | _____ Setting goals |
| _____ Dating/marriage relationship | _____ Patience |
| _____ Sleep habits | _____ Financial management |
| _____ Time management | _____ Punctuality |
| _____ Integrity | _____ Creativity |
| _____ Honesty (with self and others) | _____ Reading |
| _____ Healthy social life | _____ Curiosity |
| _____ Generosity (time, money, etc.) | _____ Prioritizing tasks |
| _____ Self motivation | _____ Relaxation |
| _____ Self acceptance | _____ Positive outlook |
| _____ Organization | _____ Reflection/meditation |
| _____ Staying in touch with loved ones | _____ Attire/presentation of self |
| _____ Sense of humor | _____ Energy level |

Which of the personal qualities above did you make the most progress on last semester?

What can you do today (and continue doing) to maintain and/or improve this quality?

Which of the personal qualities above needs the most improvement from last semester?

What can you do today (and continue doing) to improve this quality?

CREATING S.M.A.R.T. GOALS

S = Specific

- Who: Who is involved?
- What: What do I want to accomplish?
- Where: Identify a location
- When: Establish a time frame
- Which: Identify requirements and constraints
- Why: Specific reasons, purpose, or benefits for accomplishing the goal

M = Measureable

- Establish concrete criteria for measuring progress toward attaining each goal you set
- These criteria will give you tangible evidence that you are achieving your goal

A = Attainable

- The goals should be easy enough to attain, but not so difficult that they are overwhelming
- It is better to set several small goals that lead to achieving a larger goal
 - Start with manageable sub-tasks to build confidence and gain momentum for tackling bigger goals
- To determine if your goal is attainable, ask:
 - How much?
 - How many?
 - How will I know when it is attained?

R = Relevant (results-oriented)

- The goals are aligned with current tasks and projects and focus in one defined area; including the expected result

T = Timely

- Always set a specific and reasonable time frame for when a goal is to be accomplished
- Without a specific time frame, the sense of urgency diminishes

Example Goal:

I will lose a minimum of 20 pounds through dieting (Paleo) and daily exercise (CrossFit) by Thanksgiving in order to be healthy and fit into my favorite jeans from high school.

S = Who – me; What – lose 20 pounds; Where – home; When – by Thanksgiving; Which – diet and exercise; Why – be healthy and fit into my favorite jeans.

M = 1. Exercise daily, 2. Weigh self once a week, 3. Caloric intake

A = 1. Exercise for 50 minutes a day, 2. Plan meals weekly according to diet

R = Maybe 20 pounds is too ambitious? Let's change it to 15. Relevant to being healthy.

T = Exercising daily is good, but let's say 6 days a week and move the deadline to Christmas to be safe

List two S.M.A.R.T. goals (one musical and one personal) for what you would like to accomplish in the next:

10 YEARS:

1.

2.

5 YEARS:

1.

2.

1 YEAR:

1.

2.

List 5 specific things you can do this week that will help you achieve these goals:

1.

2.

3.

4.

5.

Final Thought

Whenever you accomplish a goal, no matter how large or small, be sure to acknowledge it and give yourself a small reward. If you fall short of accomplishing a goal, reflect on your steps and determine where things got off track—then create a new, more manageable goal. Learn from every experience and improve for the future.