

ALABAMA BANDMASTERS ASSOCIATION - MUSIC PERFORMANCE ASSESSMENT SIGHTREADING RUBRIC

RATING

Name of Ensemble _____ Class _____

Date of Appearance _____ Time of Appearance _____ School _____

*The overall rating will be determined by the total score based on the following point ranges:
Fair = 14-17, Good = 18-24, Excellent = 25-31, Superior = 32-35.*

PRINCIPAL ITEMS	(2) - Fair	(3) - Good	(4) - Excellent	(5) - Superior	ITEM SCORE
<u>TONE</u> Beauty, Control, Smoothness, Intensity, Solidity, Refinement, Blend	Basic tonal quality not present . Consistently thin, unfocused, and forced.	Tone quality is underdeveloped . many times creating thin, unfocused, and forced tone.	Basic tone production developed however inconsistent with occasional lack of control and focus of sound.	Students perform with mature characteristic tone most of the time .	
<u>INTONATION</u> Harmonic Parts, Melodic Line	No understanding of tuning tendencies of instruments or sensitivity to uniform intonation within the ensemble.	Individual and sectional tuning problems consistently occur. Underdeveloped listening skills.	Intonation accuracy most of the time but numerous out of tune pitches that recover quickly.	Very minor intonation problems that recover . Demonstrates well- developed listening skills.	
<u>TECHNIQUE</u> Accuracy, Precision, Rhythm, Fluency, Control, Staccato, Legato, Stability, Articulation	Numerous missed pitches throughout performance, no evidence of musical technique present.	Technical passages are inaccurate. Articulations are inconsistent .	Technical facility evidenced but technical passages not always executed with precision .	Only occasional , minor weaknesses in technical passages.	
<u>INTERPRETATION</u> Tempo, Phrasing, Style, Expression, Dynamics, Nuance, Mood	Inappropriate choice of tempi. Steady pulse non-existent . No musical style or dynamic contrast present.	Inappropriate choice of tempi. Phrases lack steadiness, stylistic elements, shape, direction. Ineffective dynamic contrast.	Tempo choice generally appropriate and mostly stable. Some evidence of style. Dynamic contrasts not always obvious and/or are uncontrolled.	Appropriate choice of tempi. Stylistic elements present most of the time . Effective use of dynamics.	
<u>BALANCE</u> Blend. ensemble. melodic. section. chords. percussion/winds	No understanding of balancing musical lines or sections of the ensemble.	Lack of understanding of balanced musical lines or sections within the ensemble.	Good balance within and between sections is demonstrated but there are obvious flaws that do not recover quickly .	Good balance exhibited with only minor, occasional deficiencies that recover quickly.	
<u>MUSICAL EFFECT</u> Artistry, Fluency	Students unable to complete the exercise. Musical understanding is inadequate due to lack of fundamental performance skills.	Non-musical performance. No musical sensitivity . Performance is hampered with stop(s)/start(s).	Attention to musical details is somewhat reflected in the performance but with major lapses in effectiveness.	Sensitivity to musical details reflected in performance with only minor lapses in effectiveness .	
<u>STAGE DEPORTMENT</u> Appearance, Discipline, Attitude	Appearance is sloppy and unprofessional. No attention to direction, unfocused and unresponsive. Poor attitude.	Appearance is inconsistent among the group. Attention to direction is mostly unfocused and unresponsive. Some attitude issues.	Appearance is neat and professional with most members. Attention to direction is sometimes unfocused. Most students exhibit positive attitude.	Appearance is neat and professional. Attention to direction is focused and responsive . Positive attitude.	

*Adjudicator may make additional comments
on the back of this form.*

Adjudicator Signature _____

**TOTAL
SCORE**

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Process

Additional Comments