

# ALL-REGION TRYOUT MUSIC RUBRIC-WIND INSTRUMENTS

**Course:** Band

## **Student Learning Expectations:**

**Prompt:** Students will record Region Tryout Music and complete self analysis. The band director will evaluate each recording of Region Tryout Music according to criteria specified in the ASBOA Audition Score Sheet. Each selection of region music must be scored separately by both student and teacher and completed by specified deadlines beginning the first nine weeks of the school year.

**Scoring:** The student and the director will write a specific number within the given range, in the appropriate column for each criteria assessed. The three scores will be added together for total.

<b>SCORING INTERPRETATION</b>	
<b>Technique</b>	<b>Musical Expression</b>
15.0 A very accurate performance	10.0 A very artistic performance
11.75 A few rhythmic, expression, or pitch problems	7.75 A few rhythmic, expression, or pitch problems
7.75 Some rhythmic, expression, or pitch problems	5.75 Some rhythmic, expression, or pitch problems
4.75 Inaccurate in many areas	3.75 Inaccurate in many areas
2.75 No relationship to printed material	1.75 No relationship to printed material
<b>Tone</b>	
15.0 Characteristic sound, well centered and supported	*Write in only once score per criteria underneath appropriate range based on .25 increments.
11.75 Some minor or support or focus problems	
7.75 Good tonal concept, relatively immature	
4.75 Lacks focus and support most of the time	
2.75 Very uncharacteristic, not supported or centered	

CRITERIA	SCORING					COMMENTS
	15.0-12.0	11.75-8.0	7.75-5.0	4.75-3.0	2.75-0	
<b>Technique</b>						
Student Score						
Teacher Score						
	10.0-8.0	7.75-6.0	5.75-4.0	3.75-2.0	1.75-0	
<b>Musical Expression</b>						
Student Score						
Teacher Score						
	15.0-12.0	11.75-8.0	7.75-5.0	4.75-3.0	2.75-0	
<b>Tone</b>						
Student Score						
Teacher Score						

TOTAL STUDENT SCORE  TOTAL TEACHER SCORE  (45 TOTAL POINTS POSSIBLE)

Title of music being assessed: \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

# PERFORMANCE RUBRIC

**Course:** Band

**Prompt:** Students will be scored individually on programmed music according to the following criteria: tone, intonation, interpretation, and general effect.

**Scoring:** A rating (I-V) will be given in each criteria. An overall rating (I-V) will be given based on the average of the five criteria scores.

	<b>I - very few errors</b>	<b>II - few errors</b>	<b>III - moderate</b>	<b>IV- numerous errors</b>	<b>V - lack of effort/skill</b>
<b>CRITERIA</b>	<b>SUPERIOR</b>	<b>EXCELLENT</b>	<b>AVERAGE</b>	<b>BELOW AV.</b>	<b>POOR</b>
<b>Tone</b> <input type="checkbox"/>	Consistently demonstrates characteristic tone quality.	Usually demonstrates characteristic tone quality.	Occasionally demonstrates characteristic tone quality.	Rarely demonstrates characteristic tone quality.	Does not demonstrate characteristic tone quality.
<b>Intonation</b> <input type="checkbox"/>	Pitch is consistently centered and in tune within sections and band.	Pitch is usually centered and in tune within sections and band.	Pitch is occasionally centered and in tune within sections and band.	Pitch is rarely centered and in tune within sections and band.	Pitch is not centered and in tune within sections and band.
<b>Technique</b> <input type="checkbox"/>	Consistently demonstrates accuracy of rhythms and notes.	Usually demonstrates accuracy of rhythms and notes.	Usually demonstrates accuracy of rhythms and notes.	Rarely demonstrates accuracy of rhythms and notes.	Does not demonstrate accuracy of rhythms and notes.
<b>Interpretation</b> <input type="checkbox"/>	Consistently demonstrates accuracy in tempos, phrases, and dynamics.	Usually demonstrates accuracy in tempos, phrases, and dynamics.	Occasionally demonstrates accuracy in tempos, phrases, and dynamics.	Rarely demonstrates accuracy in tempos, phrases, and dynamics.	Does not demonstrate accuracy in tempos, phrases, and dynamics.
<b>General Effect</b> <input type="checkbox"/>	Overall performance is outstanding.	Overall performance is excellent.	Overall performance is average.	Overall performance is below average.	Overall performance is unacceptable.

**OVERALL RATING:**

**COMMENTS:**

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Student \_\_\_\_\_

Band \_\_\_\_\_

Teacher Signature \_\_\_\_\_

Date \_\_\_\_\_

**SOLO & ENSEMBLE RUBRIC**

\_\_\_\_\_  
Student/Ensemble

**Course:** Band

**Prompt:** Students will be scored individually on solos and in as a group in ensembles according to the following criteria: tone, interpretation and eloquence of presentation, technique, selection, and style and general effect. The criteria specified is consistent with the ASBOA Solo-Ensemble Contest Adjudication Sheet.

**Scoring:** Place a checkmark in the appropriate column for criteria specified. Award an overall rating (I-V) based on an average of the criteria ratings. I=very few errors, II=few errors, III=moderate errors, IV=numerous errors, V=lack of effort/skill.

	I	II	III	IV	V
CRITERIA	SUPERIOR	EXCELLENT	AVERAGE	BELOW AV.	POOR
<b>1. Tone</b>					
Beauty of Tone					
Volume					
Control					
Embouchure					
<b>2. Interpretation and Eloquence of Presentation</b>					
Tempo					
Expression					
Phrasing					
Balance					
Intonation					
<b>3. Technique</b>					
Tonguing					
Fingering					
Smoothness					
Breathing					
Rhythm					
Accompaniment					
<b>4. Selection</b>					
Musical Value					
Suitable for Performer					
<b>5. Style and General Effect</b>					
Stage Presence					
Personality					
Artistic Effectiveness					

**STRENGTHS:** \_\_\_\_\_

**MAJOR AREAS FOR IMPROVEMENT** \_\_\_\_\_

**RATING:** 1 2 3 4 5  **Signature of adjudicator** \_\_\_\_\_ **Date** \_\_\_\_\_

**WRITING RUBRIC**

\_\_\_\_\_  
Student Name

**Course:** Music Theory

**Prompt:** Students will be assessed on assigned writing assignments according to the criteria listed below.

**Scoring:** Place a check under appropriate column beside each number. Place the total for each area (content, style, sentence formation, usage, mechanics) in the appropriate box. Total boxes for the composite score.

<b>Rating Scale</b>	
4-Advanced (very few or no errors)	2-Basic (numerous errors)
3-Proficient (few errors)	1-Below Basic (lack of effort/skill)

<b>CONTENT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Contains an engaging introduction that identifies the topic.					
2. States ideas clearly and elaborates with specific supporting details and examples in the body.					
3. Includes an effective conclusion.					<input type="checkbox"/>
<b>STYLE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Uses a variety of sentence structures.					
2. Uses vivid and precise language.					<input type="checkbox"/>
3. Avoids awkward sentence constructions.					<input type="checkbox"/>
<b>SENTENCE FORMATION</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Avoids sentence fragments.					<input type="checkbox"/>
2. Avoids run-on sentences.					<input type="checkbox"/>
<b>USAGE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Uses proper agreement between subjects, verbs, and pronouns.					<input type="checkbox"/>
2. Follows standard grammar and usage rules.					<input type="checkbox"/>
<b>MECHANICS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Uses correct capitalization.					
2. Uses correct punctuation.					
3. Uses correct spelling.					<input type="checkbox"/>
4. Legible					<input type="checkbox"/>

**COMPOSITE SCORE**

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date



**IMPROVISATION RUBRIC**

\_\_\_\_\_  
Student Name

**Course:** Jazz Band

**Prompt:** Students will be assessed on improvisation skills according to the criteria listed below.

**Scoring:** Place a check under appropriate column beside each number. Place the total for each area in the appropriate box. Total boxes for the composite score.

<b><u>Rating Scale</u></b>	
4-Advanced (very few or no errors)	2-Basic (numerous errors)
3-Proficient (few errors)	1-Below Basic (lack of effort/skill)

<b>PITCH USAGE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Stays within the key signature of the music.					
2. Follows the chord changes accurately.					
3. Avoids usage of existing tunes or uses them with creativity.					<input type="checkbox"/>
<b>RHYTHMIC USAGE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Uses a variety of rhythmic values to maintain interest.					
2. Beat is subdivided appropriately (ie. swing vs. straight).					<input type="checkbox"/>
3. Maintains good tempo/rhythmic control.					
<b>INFLECTIONS/SPECIAL EFFECTS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Performs inflections/effects with control.					
2. Avoids over-use of inflections/effects.					<input type="checkbox"/>
<b>STYLE</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Uses appropriate articulations.					
2. Plays with good tone/intonation.					
3. Performs in a manner consistent with the established style of the music.					<input type="checkbox"/>
<b>GENERAL EFFECT</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
1. Seems confident, with good stage presence.					
2. Plays in a conversant manner with the ensemble/audience.					
3. Maintains continuity of the performance.					<input type="checkbox"/>

**COMPOSITE SCORE**

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**SIGHT-SINGING RUBRIC**

\_\_\_\_\_  
Student Name

**Course:** Music Theory

**Prompt:** Students will be assessed on sight-singing skills according to the criteria listed below.

**Scoring:** Place a check under appropriate column beside each number. Total check marks for the composite score.

<b><u>Rating Scale</u></b>	
4-Advanced (very few or no errors)	2-Basic (numerous errors)
3-Proficient (few errors)	1-Below Basic (lack of effort/skill)

<b>SKILL EVALUATED</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Correct pitches performed.				
Sings in tune.				
Correct rhythms performed.				
Demonstrates control of tempo.				
Correct words/syllables/numbers used.				

**COMPOSITE SCORE**

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**MUSIC ANALYSIS RUBRIC**

\_\_\_\_\_  
Student Name

**Course:** Music Theory

**Prompt:** Students will be assessed on analytical skills according to the criteria listed below.

**Scoring:** Place a check under appropriate column beside each number. Place the total for each area in the appropriate box. Total boxes for the composite score.

<b><u>Rating Scale</u></b>	
4-Advanced (very few or no errors)	2-Basic (numerous errors)
3-Proficient (few errors)	1-Below Basic (lack of effort/skill)

<b>HARMONIC ANALYSIS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Identifies chord roots (by Roman numeral).					
Identifies chord inversions.					
Identifies chord qualities.					
Identifies chord functions.					<input type="checkbox"/>
Identifies non-harmonic tones.					
<b>STRUCTURAL ANALYSIS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Identifies motivic elements/subjects.					
Identifies harmonic elements/progressions.					<input type="checkbox"/>
Identifies overall form.					

**COMPOSITE SCORE**

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

**MUSIC DICTATION RUBRIC**

\_\_\_\_\_  
Student Name

**Course:** Music Theory

**Prompt:** Students will be assessed on dictation skills according to the criteria listed below.

**Scoring:** Place a check under appropriate column beside each number. Total check marks for the composite score.

<b><u>Rating Scale</u></b>	
4-Advanced (very few or no errors)	2-Basic (numerous errors)
3-Proficient (few errors)	1-Below Basic (lack of effort/skill)

<b>ELEMENT ASSESSED</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Correct meter.				
Correct rhythms.				
Correct pitches in melody.				
Correct key signature.				
Correct pitches/chords in harmony parts (if applicable).				

**COMPOSITE SCORE**

**COMMENTS:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date