

NAME:

Total Score: _____ /60 = _____ %

INSTRUMENT:

	1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	SCORE
Scales	Scales are played with many inaccurate rhythms and/or articulation markings. There are many incorrect pitches. The performer cannot perform the scales without stopping frequently. The performer plays scales with inconsistent tempo. The performer does not play the marked tempo.	Scales are played with some inaccurate rhythms and/or articulation markings. There are some incorrect pitches. The performer cannot perform the scales without stopping a few times. The performer plays scales with inconsistent tempo. The performer does not play the marked tempo.	Scales are played with some inaccurate rhythms and/or articulation markings. There are few incorrect pitches. The performer cannot perform the scales without stopping once or twice. The performer plays scales with inconsistent tempo. The performer does not play the marked tempo.	Scales are played with correct rhythms and/or articulation markings. There are one to two incorrect pitches. The performer can perform the scales without stopping at all. The performer plays scales at the marked tempo.	Scales are played with correct rhythms and/or articulation markings. There are no incorrect pitches. The performer can perform the scales without stopping at all. The performer plays scales with consistent, marked tempo.	
Time/Rhythm: Etude	Time often fluctuates at inappropriate times. Many rhythms are performed inaccurately. The performer frequently stops and replays passages.	Time fluctuates at inappropriate times. Some rhythms are performed inaccurately. The performer stops and replays passages.	Time may fluctuate at inappropriate times. Most rhythms are performed accurately. The performer does not stop and replay any passages at any time.	Time may fluctuate once or twice at inappropriate times. All rhythms are performed accurately. The performer does not stop and replay any passages at any time.	Time does not fluctuate inappropriately. Performance does not stop at inappropriate times. All rhythms are performed accurately. The performer does not stop and replay any passages at any time.	
Tone Quality: Etude	The performance cannot demonstrate characteristic tone at any time. The performer cannot play all of the notes demanded by the literature.	The performance rarely demonstrates characteristic tone. There are clear weaknesses of the low/middle/and/or high ranges demanded by the literature.	The performance demonstrates characteristic tone most of the time. Some extreme ranges may not match in tone quality.	The performance demonstrates characteristic tone a vast majority of the time. Some extreme ranges may not match in tone quality.	The performance demonstrates characteristic tone at all times, and in all ranges that the piece demands.	
Phrasing: Etude	The performance demonstrates no understanding of line and continuity. Breaths are frequently taken at inappropriate times, interrupting phrases. Phrases have no line or direction, and are all performed monotonous and stagnant.	The performance does not demonstrate an effective understanding of line and continuity. Breaths are sometimes taken at inappropriate times, interrupting phrases. Most phrases have little or no line or direction, and most are performed monotonous and stagnant.	The performance demonstrates an moderate understanding of line and continuity. Most breath marks are taken at appropriate times, not to interrupt phrases. Rarely, a phrase may not have appropriate line or direction in regards to high and low points. Some attempt is given to perform "rise and fall" of contour.	The performance demonstrates an effective understanding of line and continuity. Most breath marks are taken at appropriate times, not to interrupt phrases. Most phrases have appropriate line or direction in regards to high and low points. Moderate attempt is given to perform "rise and fall" contour.	The performance demonstrates a firm understanding of line and continuity. Breath marks are taken at appropriate times, not to interrupt phrases. Clear decisions have been made on the part of the performer in regards to high points and low points of each phrase.	
Dynamics: Etude	The performance demonstrates little or no dynamic range of the performer. All music is played at the same dynamic level.	The performance demonstrates a very limited dynamic range of the performer. Dynamic ranges are not sustained enough. Relative dynamics are not observed.	The performance demonstrates a limited variety of appropriate dynamics throughout. Dynamic ranges are not sustained appropriately. Relative dynamics are rarely observed.	The performance demonstrates a wide variety of appropriate dynamics throughout. Some dynamic ranges may not be sustained at all times (soft or loud). Relative dynamics are not always consistent.	The performance demonstrates a wide variety of appropriate dynamics throughout. Relative dynamics are consistent throughout the performance.	
Overall Musicality: Etude	The performer cannot finish. The performance does not demonstrate contextual knowledge of the style or character reflective of the composer and/or time period.	The performer plays nervously, communicating that they are not prepared at all. The performance is barely held together. The performance does not demonstrate contextual knowledge of the style or character reflective of the composer and/or time period.	The performer may frequently play nervously, communicating that they are not prepared enough. The performance is "just enough to get by." The performance demonstrates contextual knowledge of the style or character reflective of the composer and/or time period.	The performer may play nervously at times, communicating that they are not 100% prepared. The overall performance is above average. The performance demonstrates contextual knowledge of the style or character reflective of the composer and/or time period.	The performance demonstrates the performer's mastery of the material through confidence, presence, and overall musical decisions throughout, making the performance unique. The performance does not demonstrate contextual knowledge of the style or character reflective of the composer and/or time period.	

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