

Wind and Percussion Assessment Rubric

| CRITERIA | WAY-OFF = 0 | NOVICE = 1 | DEVELOPING = 2 | ABLE = 3 | SKILLED = 4 | MASTERFUL = 5 |
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| TONE QUALITY Resonance, control, clarity, focus, consistency, appropriate warmth/brilliance | No evidence that tone quality is an issue and that it needs to be address. | Too many errors or issues in tone quality, but is aware that it is an issue | Several errors or issues in tone quality, but work in this area is evident. | A moderate amount of issues or errors in tone quality | A few errors or issues with tone quality but it does not interfere with the performance | No error or issues with tone quality |
| PITCHES Accuracy of written | No evidence that incorrect pitches are an issue and that it needs to be addressed | Too many errors or issues in pitches, but is aware that it is an issue | Several errors in playing the correct pitches but preparation is evident | A moderate about of errors in pitches and affects the performance | A few errors in pitches but does not interfere with the performance | No errors in pitches |
| INTONATION Controls and places pitches appropriately | No evidence that intonation is an issue and that it needs to be addressed | Too many errors or issues intonation but is aware that it is an issue | Several errors in intonation but preparation is evident | A moderate about of errors in intonation and affects the performance | A few errors in intonation but does not interfere with the performance | No errors in intonation |
| RHYTHM Accuracy of note and rest values, duration, pulse, steadiness, correctness of meter | No evidence that rhythm is an issue and that it needs to be addressed | Too many errors or issues with rhythm but is aware that it is an issue | Several errors in rhythm but preparation is evident | A moderate about of errors in rhythm and affects the performance | A few errors in rhythm but does not interfere with the performance | No errors in rhythm |
| TEMPO/PULSE The designated tempo is used or an appropriate slightly faster or slower tempo is used | No evidence that tempo/ pulse is an issue and that it needs to be addressed | Too many errors or issues tempo/ pulse but is aware that it is an issue | Several errors in tempo/pulse but preparation is evident | A moderate about of errors in tempo/pulse and affects the performance | A few errors in tempo/pulse but does not interfere with the performance | No errors tempo/pulse |
| ARTICULATION The beginning, middle, and end of notes are performed appropriately and as marked or indicated | No evidence that articulation is an issue and needs that it to be addressed | Too many errors or issues articulation but is aware that it is an issue | Several errors in articulation but preparation is evident | A moderate about of errors in articulation and affects the performance | A few errors in articulation but does not interfere with the performance | No errors articulation |
| STYLE The excerpt is performed in an appropriate style, as indicated, or commonly practiced | No evidence that style is an issue and that it needs to be addressed | Too many errors or issues style but is aware that it is an issue | Several errors in style but preparation is evident | A moderate about of errors in style and affects the performance | A few errors in style but does not interfere with the performance | No errors style |
| DYNAMICS Dynamics are performed as appropriate for the style and as indicated | No evidence that dynamics is an issue and that it needs to be addressed | Too many errors or issues dynamics but is aware that it is an issue | Several errors in dynamics but preparation is evident | A moderate about of errors in dynamics and affects the performance | A few errors in dynamics but does not interfere with the performance | No errors dynamics |
| PHRASING The antecedent, consequent, phrase, and phrase groups are demonstrated through contrast in dynamics and tempos | No evidence that phrasing is an issue and that it needs to be addressed | Too many errors or issues phrasing but is aware that it is an issue | Several errors in phrasing but preparation is evident | A moderate about of errors in phrasing and affects the performance | A few errors in phrasing but does not interfere with the performance | No errors phrasing |
| RANGE An adequate upper, middle, and lower register is demonstrated | Very limited range | Somewhat limited range | Adequate high school level range | Semi-Professional range | Professional level range with minor tone or intonation issues | Professional level range with good tone quality |
| PREPARATION The performance and presentation was well planned and prepared | No evidence that preparation is an issue and that it needs to be addressed | Too many errors or issues preparation but is aware that it is an issue | Several errors in preparation but preparation is evident | A moderate about of errors in preparation and affects the performance | Mostly prepare for the assessment | Extremely prepared for the assessment |
| CONFIDENCE LEVEL The level of confidence that the student displays during the assessment | Displays nervous tension that impedes the ability to play | Displays nervous tension that affects the performance negatively | Displays nervous tension consistently | Displays nervous tension at times. | Displays confidence most of the time | Displays confidence consistently |
| SIGHTREADING The performance of music at sight without the benefit of practice the music before hand. | Attempted the excerpt but was not able to play the rhythms, notes, and expressions | Performed the excerpt with too many errors and is aware of performance issues | Performed the excerpt with a many errors and without expression | Performed the excerpt with a moderate amount of errors and with some expression | Performed the music with a few errors that did not affect the performance, with expression, style, and articulation. | Performed the music without errors, with expression, style, and articulation. |
| Sub Totals | | | | | | |
| Grand Total | | | | | | |