

# CHARLOTTE HIGH SCHOOL BANDS

## STUDENT PERFORMANCE EVALUATION RUBRIC

14.9 D- to 17.3 D+	17.4 C- to 19.8 C+	19.9 B- to 22.3 B+	22.4 A- to 25 A
<b>Notes &amp; Rhythms</b>			
Notes and rhythms not accomplished. Note level and/or pitch level errors are serious. Static rhythm and/or little concept of pulse, divisions, or conversions. Not accomplished.	Average presentation of notes and rhythm. Obvious note level and/or pitch errors. Tempo not consistent. Distortions within the beat. Pulse is erratic with poor divisions and conversions.	Notes are performed with minor rhythmic and/or pitch errors. Tempo is incorrect & inconsistent with possible slight distortions within the beat. Pulse divisions and conversions slightly distorted.	Notes are performed in the proper rhythm, at the correct tempo, and on the proper pitches. Pulse is properly divided and conversions executed without any pulse distortion. Little or no error.
<b>Tone Quality/Tuning</b>			
Poor tone quality/not characteristic. No knowledge of or attempt to play with vibrato. The instrument is not warmed-up. Fairly serious tuning problems. Tendency pitches ignored and/or extreme sharpness or flatness during performance	Tone quality is inconsistent in all registers. Strain or tension in many registers. No knowledge of vibrato. The instrument is not warmed-up, thoroughly and/or tuning is incorrect. Tendency pitches and/or sharpness or flatness quite obvious.	Tone quality is fairly consistent with some register variation and/or strain or tension in the extremes. Vibrato might be inconsistent. The instrument is not warmed-up, thoroughly and/or tuning is slightly incorrect. Obvious tendency pitches and/or sharpness or flatness.	Characteristic tone quality, consistent in all registers with lack of strain or tension. Vibrato, without distortion, is used where appropriate. The instrument is properly warmed-up and tuned. Knowledge and control of tendency pitches is obvious. No excessive sharpness or flatness.
<b>Technique</b>			
Music performed with many lapses in fluency. Legato and staccato articulations not performed, correctly. Rhythms performed with errors, much inconsistency, poor pulse and/or stress implications not recognized. Some hand positions, fingerings, and positions might be incorrect. Student not prepared and performing below grade level.	Music performed with some lapses in fluency. Legato and staccato articulations attempted, but performed, weakly. Rhythms performed with inconsistency and/or stress implications not recognized. Some hand positions, fingerings, and positions might be incorrect. Student not well prepared and/or below grade level.	Music performed, well, with some fluency concern. Legato and staccato articulations performed, but with some inconsistency. Rhythms performed, but stress is not always performed, appropriately performed. Hand positions, fingerings, and positions correct, generally. Good accomplishment for grade level.	Music performed with obvious ease and fluency. Correct legato and staccato articulations performed as indicated. Rhythmic stress is appropriately performed. Hand positions, fingerings, and positions all correct. Excellent accomplishment for grade level. Obvious practice and routine to a high level—well prepared beyond the notes or music.
<b>Artistry/Interpretation</b>			
Music performed without phrase contours and no concept of melodic line. Dynamic contrasts non-existent. No expression. Performer professionalism and presentation is not evident or poor in performance most of the time. Performer prepares and practices, little. Respect for full rehearsal environment is a concern. Performer is not able to integrate; more concern for “self” into the full ensemble setting. Requires regular discipline corrections in class; behaviors can detract from rehearsals. Poor H.S. level.	Music performed without phrase contours and limited concept of melodic line. Dynamic contrasts avoided most of the time. Limited expression. Performer professionalism and presentation is not evident in performance most of the time. Performer preparation, practice, is sporadic. Respect for full rehearsal environment is lacking. Performer is not always able to integrate “self” into the full ensemble setting. Concern for self in class. Not a mature ensemble musician; requires monitoring. Average H.S. level.	Music performed with some phrase contours and some concept of melodic line. Dynamic contrasts followed most of the time. Expression present, but limited. Performer professionalism and presentation is evident in performance most of the time. Performer preparation, practice, and study are less than excellent. Respect for full rehearsal environment is inconsistent. Performer is able to integrate “self” into the full ensemble setting only most of the time. Not the most mature. Good H.S. level.	Music performed with phrase contours and concept of melodic line. Dynamic contrasts followed. Time, is used as an element of expression. Performer professionalism and presentation is evident in performance. Performer preparation, practice, and study are evident. Performance is reflective of respect for full rehearsal environment. Performer is able to integrate “self” into the full ensemble setting. Very mature, musically, and personally. Contributes, always, positively. Maturity level of advanced high school or college level player. A model in rehearsal.

