

# Somerset-Berkley Regional High School Music Department

## Music Performance Rubric

<b>Category</b>	<b>5 (Advanced)</b>	<b>4 (Enhanced)</b>	<b>3 (Proficient)</b>	<b>2 (Emerging)</b>	<b>1 (Needs Improvement)</b>
<b>Tone Quality</b>	Tone is consistently focused, clear, and centered throughout the entire range of the instrument/voice.	Tone is focused, clear, and centered throughout the standard range of the instrument/voice. Extremes in range sometimes cause tone to be less controlled.	Tone is usually focused, clear, and centered throughout the standard range of the instrument/voice. Extremes in range cause tone to be uncontrolled.	Tone is often focused, clear, and centered, but sometimes is uncontrolled in the standard range of the instrument/voice. Extremes in range cause tone to be uncontrolled.	Tone is often unfocused, unclear, and not centered regardless of the range being performed, significantly detracting from the overall performance.
<b>Pulse Control and Rhythm</b>	The beat is consistent and controlled at any tempo or variation, and rhythms are consistently accurate for the style of music being performed.	The beat is usually controlled at any tempo or variation, and rhythms are usually accurate for the style of music being performed.	The beat is mostly controlled at any tempo with slight fluctuations during tempo changes, and rhythms are mostly accurate, however errors do not detract from the overall performance.	The beat is somewhat erratic and some rhythms are accurate. Frequent or repeated duration errors occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate which significantly detracts from the overall performance.
<b>Pitch</b>	Pitch is consistently accurate.	Virtually no pitch errors. Pitch is very accurate.	Pitch is mostly accurate and secure, with an occasional error that does not detract from the overall performance.	Some accurate pitches, but frequent and/or repeated errors that detract from the overall performance.	Pitch is rarely accurate and secure, thusly detracting from the overall performance.
<b>Dynamics</b>	Dynamics levels are obvious, consistent, and an accurate interpretation of the style of music being played.	Dynamic levels are usually accurate and consistent.	Dynamic levels are mostly accurate.	Dynamic levels fluctuate but can be distinguished.	Attention to dynamic levels is not obvious.
<b>Articulation, Bowing, or Diction</b>	A/B/D is clear, appropriate, and consistent.	A/B/D is proper and consistent with only minor variations.	Correct A/B/D is performed some of the time.	Correct A/B/D is infrequent.	A/B/D is inconsistent and not appropriate.
<b>Expression, Phrasing, and Style</b>	The performance is stylistically accurate. Great attention is paid to the shaping of phrases.	The performance is stylistically accurate most of the time. Most of the phrases have a musical shape.	The performance is stylistically accurate some of the time. There is a basic attempt to shape phrases.	There is little stylistic interpretation of the music. There is minimal attempt to shape phrases.	The performance is stylistically incorrect. There are no discernable attempts to shape phrases.
<b>Technical Facility</b>	Performance exemplifies great dexterity and flexibility.	Technical facility is good a majority of the time. Problems occur infrequently during difficult passages.	Technical facility is often good. Problems occur frequently during difficult passages	Technical facility is fair. Problems are evident in complex passages as well as relatively easier passages.	Technical facility is poor and detracts from the overall performance.
<b>Balance and Blend</b> <i>(Ensemble Evaluation only)</i>	Pyramid balance in sound is achieved throughout all dynamics and ranges. Excellent blend is achieved with no section of the ensemble overpowering another.	Excellent blend is achieved most of the time with occasional balance problems.	Good balance and blend is achieved with some lapses when sections are overpowering other sections.	Good balance is achieved at times. The ensemble often has members that are playing/singing either too loud or too soft resulting in an imbalance in sound.	The ensemble is consistently out of balance. Sections are overpowering other sections. Individuals are often overpowering at the detriment of the ensemble.

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## Music Performance Assessment Form

*Choose one column:*

<i>For Use with Individual Performance Assessment</i>	<i>For Use with Ensemble Performance Assessment</i>
Student Name and Date:	Ensemble Name, Performance, and Date:
Selection 1:	Selection 1:
Selection 2:	Selection 2:
Selection 3:	Selection 3:

**Rating Legend:**

5 – Advanced (“A”)    4 – Enhanced (“B”)    3 – Proficient (“C”)    2 – Emerging (“D”)    1 – Needs Improvement (“F”)

<u>Category</u>	<u>Selection 1</u>	<u>Selection 2</u>	<u>Selection 3</u>	<u>Average Rating</u>
1. Tone Quality				
2. Pulse Control and Rhythm				
3. Pitch				
4. Dynamics				
5. Articulations, Bowing, or Diction				
6. Expression, Phrasing, and Style				
7. Technical Facility				
8. Balance and Blend <small>(Ensemble Evaluation only)</small>				
Evaluator’s Name:			<b>Total Rating (Average):</b>	

*Please put additional comments on the back of the sheet.*