Performance Evaluation

Student Name\_\_\_\_\_\_\_\_\_\_\_\_Grade\_\_\_ Performance selection ­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Skills evaluated** | **Mastery level**  No significant errors  **4** | **Proficient**  Some minor errors  **3** | **Needs improvement**  A number of incorrect items  **2** | **Review of this unit is needed**  **1** |
| Instrument position | No significant errors.  Instrument is angled. Instrument is secure. | Instrument is somewhat secure but  Angle does not affect sound | Instrument angle is affecting the sound quality and is not secure | Instrument is not secure and angle is causing the bow to hit multiple strings. |
| Bow grip and technique | Thumb is curved.  Middle fingers are over the frog.  Index finger is pronated.  Pinky is well placed.  Fingers and wrist are flexible. | Thumb is curved to start is not maintained. All other fingers are appropriately placed on frog. | Thumb is not curved and  one other finger placement prevents proper bow balance. | Placement of fingers on bow is preventing a proper sound/stroke. |
| Left hand position | Wrist is in line with the arm and fingers.  Elbow is out (vcl. Bss)  Well under the instrument. All fingers have ready access to the notes | Wrist, arm and fingers are in line most of the time. Small adjustments are made during performance to access notes. | Wrist, arm and fingers are not in line and access to notes is limited. | Wrist, arm and fingers are not in line resulting in incorrect notes. |
| Rhythmic accuracy | Plays all rhythms without mistakes at the appropriate tempo | Plays most rhythms correctly and is able to maintain pulse. | Plays most rhythms correctly but errors are preventing steady pulse. | Plays rhythms incorrectly and is unable to keep pulse. |
| Notes | Plays all notes accurately at the appropriate tempo | Plays most notes accurately and errors do not affect the performance | Plays most notes accurately but does not maintain tempo. | Consistently plays wrong notes and cannot keep tempo. |
| Intonation | Achieves accurate pitch on all notes at the 440cps standard | Minor intonation issues do not affect the overall performance. | Intonation problems can be heard and inaccurate notes. | Pitch is consistently off and student Is unaware of intonation. |
| Tone quality | Plays with clear, focused sound throughout performance | inconsistencies in sound do not affect performance. | Inconsistency in sound interrupts the performance. | Unfocused sound makes the performance difficult to hear. |

**Scoring:**

Mastery 22-28 pts. Proficient 15-21 pts. Needs improvement 8-14 pts. Review needed 7 pts. or less.

Ensemble Performance Assessment Rubric

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| **Skills Evaluated** | **Mastery level**  No significant errors    **4** | **Proficient**  Some minor errors    **3** | **Needs improvement**  A number of incorrect items  **2** | **Review needed**    **1** |
| **Intonation** | Group always plays in tune and is aware of the general pitch of the orchestra | Group has moments when the Key is not observed | Group has pitch problems that interfere with the blend of the section. | Group has pitch problems that obscure the line of a section and affects balance. |
| **Balance and Blend** | All sections of the group can be heard clearly and sections control their sound to serve their role in the score. | All sections of the group can be heard most of the time, but some passages cannot be heard clearly | It is difficult to hear the harmony because some sections consistently overpower others | imbalance of sections impedes the listener’s ability to hear melody and harmony lines. |
| **Tone quality** | Tone is focused throughout the composition with correct bow distribution throughout. | Tone is focused for most of the performance. Inconsistencies do not interfere with the balance and blend. | Tone is inconsistent. Bow distribution is not uniform affecting the balance of the group. | Tone is poor. Musical lines are lost in the performance. |
| **Attention to conductor** | Students watch the conductor at all times. Start and cut off is together. Group follows tempo changes. | Students watch the conductor most of the time. Start and stop is together but it takes several measures to effect a tempo change. | Students watch the conductor at times. Group pulls apart but is able to recover. | Students are not watching the conductor. The group pulls apart and is unable to finish together. |
| **Style and Expression** | Stylistically accurate musical performance. Excellent use of phrasing, articulation and dynamics throughout. | Some passages lack musical affect. Overall, phrasing, articulation and dynamics are appropriate. | Stylistically inconsistent. Performance lacks one or more of the following: phrasing, dynamics, articulation. | Style is underdeveloped. Phrasing, dynamics and articulation are absent from the performance. |

**Scoring:** Mastery 21-25 pts. Proficient 15-20 pts. Needs improvement 8-14 pts. Review needed 7-0 pts.