Rubric for Evaluation in the Band Program

Students Name: **Assessment being graded:**

Grade Criteria	D (Fall Far Below)	C (Approaches)	B (Meets)	A (Excelling)
Listening Skills • Pitch (note accuracy) • Duration (rhythm/ tempo production) • Balance and blend (nuance or refinement with other parts) • Intonation (tuning)	Student seldom performs pitch or durations accurately or with a steady tempo; has difficulty responding to other instrument parts and seldom performs in tune.	Student occasionally performs with accurate pitches but makes frequent or repeated errors. Sometimes durations are performed accurately, but with erratic pulse or with durational errors. Student generally responds to the needs of other parts and sometimes performs in tune.	Pitch is mostly accurate and secure with few isolated errors. Rhythm is mostly accurate and pulse is steady. Student specifically responds to the harmonic and texture needs of other parts. Tuning is often accurate with few isolated errors.	Student performs virtually error free, with very secure pitches. Pulses are secure and rhythmically accurate. Student is very sensitive to the nuance required and demonstrates very secure tuning.
Sound Production • Sound and tone quality • Embouchure (The manner in which the lips and tongue are applied to the mouthpiece.)	Student seldom is able to maintain appropriate tone quality and project tone consistently.	Student sometimes uses a appropriate tone quality, and occasionally projects and controls tone.	Student usually performs with appropriate tone quality, and usually projects and controls tone.	Student produces an open and resonant sound with clear, focused tone throughout the full range of the instrument. Tone quality is consistently achieved through controlled projection.
Expression/Style • Phrasing/Breathing • Dynamics/Contrasts • Nuance (expressive re-finement in performance)	There is little evidence of musical nuance in phrases. Student rarely indicates phrasing structure through refinement. Student is seldom able to control dynamics, with no evidence of contrasts.	Student sometimes responds to musical nuance indicated in the score. Dynamic levels are generally performed with some response to dynamic effects (crescendo, decrescendo)	Student usually performs with nuance or style indicated in the score, or suggestions by the instructor. Musical nuance usually is used to indicate phrase structure.	Student consistently performs with nuance and style in response to the score and coaching. Phrase structure is consistently and sensitively applied.
Musical Literacy • Signs • Symbols • Terms	Student rarely identifies signs, symbols and terms in written music.	Student usually identifies and understands the signs, symbols and terms in written music.	Student recognizes and understands signs, symbols and terms in written music.	Student identifies and understands signs, symbols and terms, and applies them to written music.
Instrumental Technique • Posture • Hand Position • Articulation (attacks) • Fingering/Breathing	Student rarely sits/stands correctly; inappropriately positions hands; experiences difficulty using tongue and cannot deliver indicated articulation; fingering is inaccurate; seldom has sufficient air support to produce tone quality.	Student occasionally sits/stands correctly and sometimes applies correct hand positions. Attacks are generally consistent with some response to staccato, legato, and slur markings.	Student usually demonstrates mostly accurate attacks and often responds to articulation; usually sits/stands correctly; and often applies correct hand positions. Fingering is accurate and usually proper air support is applied to achieve desired tone quality.	Student consistently sits/stands with correct posture; is conscious of and demonstrates correct hand positions; accurately uses tongue to deliver indicated articulation; attacks are secure; uses correct fingering with ease; displays proper air support in order to produce excellent tone quality.

Students may receive an I, indicating work is *incomplete*

Students may receive an N/A, indicating criteria are *not applicable* at this time