

General Ray Davis Middle School Strings Audition

2024-2025 SCHOOL YEAR

2026-2027 School Year

Strings Audition	Points Available
1. 1-octave D major scale, memorized (Students with Experience)	10
2. Prepared selection (Students with Experience)	60
3. Interview & Diagnostic Test	30
TOTAL POSSIBLE POINTS	100

Strings Performance Evaluation Rubrics

D Major Scale, One Octave, Memorized (10 points)

Category	5 Superior	4 Excellent	3 Good	2 Needs Improvement	1 Unskilled	Total Points
Intonation	All pitches are in tune throughout the instrumental range. Student has awareness of tendency tones and makes corrections.	Student generally performs pitches in tune, but has minor problems with tendency tones and pitch accuracy.	Student plays somewhat in tune, but doesn't exhibit full awareness of pitch accuracy, intonation or tendency tones.	Intonation is not accurate. Pitch control fluctuates, and student performs with little intention to play in tune.	Student plays mainly out of tune.	
Technique (articulation, fingerings, bowing, facility, rhythm)	Notes are correctly articulated and fingered. Rhythms are accurate and in tempo. Facility and command of the instrument are apparent.	Notes are mostly played with correct articulation and apparent attention to bowing, rhythmic accuracy, and steady tempo. Facility is acceptable for level.	Lacking one or more qualities of proper technique, but student does have a basic concept of proper techniques.	Notes are incorrectly articulated, knowledge of fingerings is not up to level, bowing is sporadic, and rhythms are out of tempo.	No attention to articulation, bowing, and student plays rhythms inaccurately.	
TOTAL POINTS						

Prepared Solo (30 x 2 = 60 points)

Category	5 Superior	4 Excellent	3 Good	2 Needs Improvement	1 Unskilled	Total Points
Tone (beauty, control, characteristic timbre)	Tone is characteristic for the instrument played, consistently focused and centered throughout the range of the instrument.	Tone is focused, centered and clear throughout the normal range of the instrument, but lacks one or more element in the extreme ranges.	Tone is somewhat focused and clear, but lacks clarity and control in certain ranges.	Tone lacks in clarity and focus. Control is not yet evident on extreme ranges.	Little evidence of characteristic tone quality. Unfocused and unclear.	

Intonation	All pitches are in tune throughout the instrumental range. Student has awareness of tendency tones and makes corrections	Student generally performs pitches in tune, but has minor problems with tendency tones and pitch accuracy.	Student plays somewhat in tune, but doesn't exhibit full awareness of pitch accuracy, intonation or tendency tones.	Intonation is not accurate. Pitch control fluctuates, and student performs with little intention to play in tune.	Student plays mainly out of tune.	
Rhythm	Rhythms are played accurately and in tempo throughout performance.	Rhythms are mostly accurate. Some duration errors, but errors do not detract from overall performance.	Rhythms are inconsistent, but student maintains correct tempo. Duration errors detract from overall performance.	Rhythms are frequently inconsistent, and out of tempo. Many repeated duration errors seriously detract from overall performance.	Rhythms are erratic and rarely accurate, with no clear sense of tempo and steady beat.	
Technique (articulation, fingerings, bowing, facility, rhythm)	Notes are correctly articulated and fingered. Rhythms are accurate and in tempo. Facility and command of the instrument are apparent.	Notes are mostly played with correct articulation and apparent attention to bowing, rhythmic accuracy, and steady tempo. Facility is acceptable for level.	Lacking one or more qualities of proper technique, but student does have a basic concept of proper techniques.	Notes are incorrectly articulated, knowledge of fingerings is not up to level, bowing is sporadic, and rhythms are out of tempo.	No attention to articulation, bowing, and student plays rhythms inaccurately.	
Interpretation	Student performs musically, expressively, uses proper knowledge of phrasing, style and correct tempo.	Student has good sense of style, expressiveness, phrasing and tempo, but has minor defects in one or more areas.	Student shows signs of proper interpretation, but shows some weakness in one or more areas.	Student generally plays well, but is lacking in a complete understanding and application of interpretive performance.	Performs with little to no expression, phrasing, style or correct tempos.	
Musicality (artistry, fluency)	Student plays with artistry, fluency and a command of instrument and music.	Musicality is generally good, but has minor deficiencies which keep it from the highest rating.	Overall musicality is sufficient, but falls short because of lack of musicality.	Music is played, but artistry and fluency are seldom observable	Artistry and fluency are not observable, student does not demonstrate command of the instrument and music.	
TOTAL POINTS						

Interview Questions (20 points)

Category	5 Superior	4 Excellent	3 Good	2 Needs Improvement	1 Unskilled	Total Points
General Attitude	Appropriately interested and enthusiastic about the interview process	Show more than basic interest in the interview; shows enthusiasm	Shows basic interest in the interview; shows some enthusiasm	Somewhat interested in the interview; shows little enthusiasm	Lack of interest and enthusiasm about the interview; passive and indifferent	
Responses to Questions	Gives well-constructed, confident responses that are genuine	Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure	Gives well-constructed responses, but sounds rehearsed or unsure	Answers with "yes" or "no" and fails to elaborate or explain; talks negatively	Doesn't have a clear answer to the question.	

Communication	Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciation	Speaking is clear with minimal mistakes in sentence structure and grammar	Speaking is unclear – lapses in sentence structure and grammar	Speaking is unclear – very difficult to understand message of what is being said (i.e. mumbling)	Speaking is unclear and student doesn't look into the camera.	
Overall Demonstration of Interview Skills	Highly proficient; appropriately utilized interview skills in an enthusiastic, motivating and engaging manner	Demonstrated average proficiency; average demonstration of competent interview skills in a generally confident manner	emonstrated limited proficiency; limited demonstration of competent interview skills in a generally confident manner	Demonstration of poor interview skills with little confidence displayed	Very little confidence is displayed.	
TOTAL POINTS						

TOTAL POINTS FOR SCALE _____
 TOTAL POINTS FOR PREPARED PIECE _____ X 2 = _____
 TOTAL POINTS FOR INTERVIEW – _____
 Diagnostic Test Score (10 Poss.) _____
GRAND TOTAL (OUT OF 100 POSSIBLE) _____