

**Band Performance Rubric**

**1 – Superior**

- Uses correct posture and hand position, plays freely and without tension
- Plays correct notes
- Uses correct fingerings
- Plays correct rhythms
- Plays at different dynamic levels
- Keeps a steady tempo
- Plays in tune consistently
- Internalizes the beat/subdivides the beat accurately
- Observes rests for correct number of beats
- Plays with a clear tone by using correct support, tonguing, etc.
- Appears to be thoroughly familiar with the selection
- Plays through music selection completely
- Observes marked articulation
- Plays correct key signatures all the time
- Plays in the style of the piece throughout (i.e. if Classical, plays classical style, if Rock, etc)
- Uses appropriate phrasing and musical expression – develops the musical idea by shaping the line

**2 – Excellent**

- Uses correct posture and hand position, but sometimes experiences tension
- Plays correct notes
- Uses correct fingerings
- Plays correct rhythms
- Plays at different dynamic levels
- Keeps a steady tempo
- Internalizes the beat/subdivides the beat accurately
- Observes rests for correct number of beats
- Plays with clear, strong tone with some support
- Appears to be thoroughly familiar with the selection
- Plays through music selection completely
- Observes correct articulation most of the time
- Plays in the style of the piece most of the time
- Gets most key signatures correct
- Does some phrasing but could be more dramatic

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**3 – Average**

- Has one or two posture/hand position mistakes, plays with tension
- Plays most notes correctly/in tune
- Uses correct fingerings most of the time
- Plays with only slight rhythmic discrepancies (holds most notes for correct number of beats)
- Plays at different dynamic levels but differences should be more evident
- Breaks tempo to correct notes
- Is in process of internalizing the beat
- Observes rests, but does not keep steady beat
- Plays with clear tone but with no expressive qualities
- Appears to be adequately familiar with the selection
- Plays through music selection with some stopping
- Demonstrates knowledge of key signature, but misses notes occasionally
- Demonstrates correct articulation some of the time
- Rarely plays in style of the piece
- Does very little phrasing – does not appear to understand the direction and flow of the music.

**4 – Fair/Needs Improvement**

- Uses poor posture, plays with great tension
- Plays many incorrect notes/plays most notes out of tune
- Uses incorrect fingerings
- Plays with hesitations that lead to rhythmic discrepancies and keeps music from flowing
- Makes no change in dynamic level
- Fails to maintain a steady beat
- Has not begun to feel rhythm internally
- Fails to observe rests
- Plays with weak tone and no tone color from bow weight/speed/placement
- Appears to be unfamiliar with the music selection
- Is unable to get through the music selection
- Inconsistent attention paid to key signatures
- Rarely observes articulation
- Does not observe stylistic considerations
- Plays lines with no phrasing - does not appear to understand the direction and flow of the music.

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**5 – Needs Improvement**

- Uses poor posture, plays with great tension
- Plays many incorrect notes/plays out of tune
- Uses incorrect fingerings
- Plays with hesitations that lead to rhythmic discrepancies and keeps music from flowing
- Makes no change in dynamic level
- Fails to maintain a steady beat
- Has not begun to feel rhythm internally
- Fails to observe rests
- Plays with unpleasant tone that is weak and/or scratchy
- Appears to be unfamiliar with the music selection
- Is unable to get through the music selection
- Limited sense of key signature
- Does not use appropriate articulation – all notes are the same length and sound the same
- Does not observe stylistic considerations
- Plays lines with no phrasing – plays note-to-note with no apparent comprehension of the musical purpose

**ROSA INTERNATIONAL MIDDLE SCHOOL**

**Orchestra Self-Evaluation Sheet**

Please fill out this self-evaluation sheet thoroughly. Consult the rubrics to give yourself the most accurate score. Write additional comments on the back of this sheet. Quarterly evaluations are due one week before end-of-quarter.

**NAME:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**1 = Superior**

**2 = Excellent**

**3 = Average**

**4 = Fair**

**5 = Needs Improvement**

**I. Posture/Fingerings** – Used good posture and correct fingerings, played freely and without tension

**1            2            3            4            5**

**II. Notes** – Played notes correctly, used correct fingerings, in tune

**1            2            3            4            5**

**III. Rhythm/Tempo** – Used correct rhythms, subdivided, kept steady tempo, internalized the beat, observed rests

**1            2            3            4            5**

**IV. Tone Quality** – Clear, expressive tone, as per instrument expectations

**1            2            3            4            5**

**V. Articulation** – Observed all articulation marks, clear articulation

**1            2            3            4            5**

**VI. Musicianship** – Played in the correct style, used phrasing and dynamics

**1            2            3            4            5**

**VII. Preparedness** – Familiarity with selection, ability to play without hesitation

**1            2            3            4            5**

**VIII. Overall Performance**

**1            2            3            4            5**

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**Questions for Reflection**

This quarter I really focused on the following aspects of my playing:

I feel I made the most improvement on:

Next quarter I plan to improve:

I would like the teacher to notice:

List your goals below as they relate to your progress as a members of the band:

Short-term goal(s) (to achieve in the next week):

Mid-range goal(s) (to achieve in the next 1-3 months):

Long-term goal(s) (to achieve in the next year):