

Utah High School Activities Association
Large Instrumental Ensemble Festival Adjudication Form
Music Performance Assessment Rubric



Date _____ Time _____ School Size (1A, 2A, 3A, 4A, 5A) _____ Number of Students in Ensemble _____

Name of Ensemble _____ Director _____

School _____ Festival Location _____

<u>Selection</u>	<u>Composer/Arranger</u>	<u>Publisher</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

If an adjudicator becomes aware of copyright infringement, as per UHSAA guidelines, no rating may be given.

Comments

Selection 1:

Selection 2:

Selection 3:

Large Instrumental Ensemble Performance Assessment Rubric

School	Name of Ensemble		Director		
Circle the appropriate comments within the category and column, or columns, as applicable.					
		Excellent	Fair		
	Superior		Good	Poor	
Tone Quality resonance, control clarity, focus, consistency, warmth	Open, resonant, stylistically appropriate tone in all registers and ranges.	Characteristically appropriate tone most of the time but lacks consistency in outer ranges.	A basic tonal concept with notable inconsistencies throughout the entire range.	Weak or forced tonal production much of the time. Tone lacks full resonance.	A lack of understanding of how to produce a healthy, basic tone.
Intonation accuracy to printed pitches	Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation difficulties. Pitch adjustments are usually successful.	Generally accurate intonation with some out-of-tune notes/chords. Pitch adjustment skills are developing.	Some sense of intonation, but pitch adjustment skills are not developed.	An unawareness of tuning problems. There is a need for basic pitch adjustment skills.
Rhythm accuracy of note and rest values, duration, pulse, steadiness, correctness of meters	Outstanding accuracy. Correct pulse/meter used throughout the performance.	Infrequent errors with a pulse that is mostly correct.	Occasional rhythmic errors, with a lack of consistency in pulse and/or meter.	Numerous inaccurate rhythms with an incorrect pulse/meter.	An unawareness of rhythms, meter, and pulse.
Balance, Blend likeness of qualities, awareness of ensemble	Superior blend and balance achieved throughout the performance both within and between sections.	Blend and balance are achieved most of the time but is sometimes lost in more difficult passages.	Basically quality ensemble sound. Sections and/or individuals tend to dominate the sound at times.	Good ensemble sounds rarely achieved. Listening and awareness are inconsistent.	Sections or individuals detract from ensemble sonority. General listening skills not yet developed.
Technique posture, bowing, breath management, articulation, attacks, releases, musical and/or mechanical skill	Habitually correct posture, bowing/breathing, articulation, balanced attacks and releases. Smooth transitions between registers/shifting positions. Proficient coordination between fingering and bowing/tonguing.	Proper technique is employed in bowing/breathing and articulation, but has some minor inconsistencies. Overall consistent coordination between fingering and bowing/tonguing.	Good technique in bowing/breathing and articulation is emerging, but has yet to be habituated. Lacking smooth transitions between registers/shifting positions. Demonstrates good facility on instrument with a few problems.	Major inconsistencies in posture and bowing/breath management. Little coordination between fingering and bowing/tonguing.	Matters of proper posture, correct bowing/breathing and articulation are not evident. No real coordination between fingering and bowing/tonguing. Tempo changes during difficult sections. Little control of instrument.
Interpretation style, phrasing, tempo, dynamics, emotional involvement	Highly expressive performance with appropriate style, tempo, phrasing and contrasting dynamics.	Minor lapses in dynamics, phrasing, correct tempo, style elements, etc.	Occasionally rigid and mechanical expression. Correct tempo and dynamics, but lacks expressive elements.	Mechanical expression most of the time. Lacks in correct phrasing, tempo, dynamics, style, etc.	A lack of understanding of correct style, dynamic contrast, phrasing, and tempo.
Performance Factors choice of literature, appropriate appearance, poise, general conduct, mannerisms, conducting	Literature chosen is appropriate for the festival and the ensemble's skill level. Demeanor is outstanding. Conducting is clear and expressive.	The literature choice is slightly more difficult than the ensemble's current abilities. Excellent performance demeanor.	Appropriate festival literature, but the difficulty level is too high or too low for the performers. General poise and conduct needs some minor refining. Beat pattern is clear, and somewhat musical.	The literature is not festival appropriate and/or is not within the ensemble's current ability to perform. Some lapse in deportment.	Proper performance conduct is lacking. Performers are unfocused. Literature is inappropriate for festival. Conducting pattern is present, but unexpressive.

Signature of Adjudicator _____

Rating Table

Superior – I, Excellent – II, Good – III, Fair – IV, Poor – V, No Rating – NR
 (Ratings may include + or –, with the highest rating being a (I).)

Rating

Qualify for State: Y N