

### Rating Guidelines

| <u>Category</u>                       | <u>1</u>  | <u>2</u>   | <u>3</u>   |
|---------------------------------------|---|--|--|
| <b>Tone</b>                           | Tone was clear, consistent, and appropriate for the number of years playing throughout the entire piece.  | Tone had some inconsistencies and was not as clear and developed as expected for the number of years playing.  | Tone was inconsistent and weak, for the number of years playing.   |
| <b>Intonation (Winds and Strings)</b> | Intonation was good throughout the entire piece.  | Intonation was good through most but not all of the piece.   | There were many problems with intonation.  |
| <b>Technique</b>                      | Notes, sticking, and bowings were accurate throughout the performance.  | There were a few note, sticking, or bowing errors.   | There were many note, sticking and/or bowing errors.   |
| <b>Rhythmic Accuracy</b>              | Rhythm was accurate throughout the entire piece.  | Rhythms were accurate through most but not all of the piece.   | There were many rhythm errors.   |
| <b>Musical Effect</b>                 | Expression, phrasing, style, and tempo were appropriate throughout the piece. Dynamics were observed. Ensemble balance was good throughout.           | Expression, phrasing, style, OR tempo were appropriate through most but not all of the piece OR dynamics were not always observed OR ensemble balance was mostly good. | Expression, phrasing, style, and/or tempo were not appropriate and/or dynamics were not observed and/or ensemble balance needed improvement throughout the entire piece. |
| <b>Technical Fluency</b>              | Performance was fluent. The tempo was steady when indicated by the tempo markings. There were no pauses. The student did not go back to fix mistakes. | Performance was mostly fluent. The tempo was mostly steady OR there were a few pauses OR the student occasionally went back to fix mistakes.                           | Performance was not fluent. The tempo was not steady and/or there were many pauses and/or the student frequently went back to fix mistakes.                              |
| <b>Stage Presentation</b>             | Student(s) displayed proper playing position and posture throughout the performance. Student(s) was also dressed appropriately for the occasion.      | Student(s) either displayed proper playing position and posture throughout the entire performance or was dressed appropriately for the occasion but not both.          | Student(s) neither displayed proper playing position and posture nor dressed appropriately for the occasion.   |