Performance Assessment Rubric

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|   | 0  | 1  | 2  | 3  | 4  |
| Tone Quality  | No understanding of tonal quality concepts.  | Basic understanding of tonal quality concepts is not yet developed.  | Strong basic approach is demonstrated. Slow to correct minor problems.  | Excellent tone is achieved most of the time. Faults and problems are infrequent. Minor problems are quickly corrected.  | Excellent tone is achieved throughout the performance. Tone is uniform, consistent, and well-controlled.  |
| Intonation (n/a for piano)  | Melodic and harmonic intonation is poor throughout.  | Melodic and harmonic intonation is inconsistent. Intonation problems are seldom corrected.  | Intonation is often good but inconsistent. Attempted to correct obvious problems.  | Melodic and harmonic intonation is very good. Problems are quickly corrected.  | Melodic and harmonic intonation is virtually without fault throughout the selection.  |
| Technique  | No understanding of basic technique.  | Basic problems exist with technique. Good technique is only demonstrated some of the time.  | Technical facility is good most of the time. Correct technique is demonstrated most of the time.  | Coordination, accuracy, and flexibility are very good. Demonstrates excellent knowledge and command of technique.  | Coordination, accuracy, and flexibility are excellent. Demonstrates thorough knowledge and command of technique.  |
| Rhythm/Tempo  | Rhythms are not performed as written. Tempo is not controlled.  | Basic rhythmic accuracy is demonstrated in simple passages, although rapid and complex passages are weak. Tempo is not always controlled.  | Rhythmic accuracy and precision are good. Demonstrates good awareness of pulse and tempo, although occasional problems occur.  | Rhythmic accuracy and precision are very good. Tempo is appropriate and consistent most of the time. Rhythmic interpretation or variations are appropriate, with only minor inconsistencies.  | Rhythmic accuracy and precision are nearly exact. Tempo is appropriate and consistent throughout. Rhythmic interpretations or variations are appropriate for the selection.  |
| Musicality / Interpretation   | No sense of phrasing or musical style.  | Very little meaningful stylistic interpretation of musical passages. Style is undeveloped and inconsistent. Musical phrasing is mostly mechanical and non-musical.  | Stylistic accuracy is demonstrated some of the time. Stylistic interpretation is demonstrated some of the time, but is often rigid and mechanical. Musical phrasing is basic but not always consistent.  | Stylistically accurate and consistent most of the time. Some passages may lack stylistic interpretation but do not detract from the performance. Musical phrasing is natural most of the time.  | Stylistically accurate and consistent throughout. Seldom rigid or mechanical. Excellent and meaningful phrasing and interpretation.  |
| Dynamics  | No dynamic range.  | Limited dynamic range.  | Some successful attempts at basic dynamic variation, though limited in scope and range.  | Good use of dynamics throughout, with some lack of dynamic control.  | Excellent use of dynamics throughout. Full dynamic range is demonstrated.  |
| Memorization (piano/voice only)  | Not memorized. Requires the music to complete the performance.  | Poorly memorized, several noticeable memorization errors.  | Generally wellmemorized, a minor noticeable flaw or error.  | Well-memorized, a small flaw noticeable to only those who know the music.  | Excellent memorization and effortless recall throughout.  |
| Language Skills (voice only)  | Text contains numerous mispronunciations, including poor formations of vowels and/or consonants.  | Text contains several mispronunciations, including poor formations of vowels and/or consonants.  | Text contains some mispronunciations, including inaccurate vowels and/or consonants.  | Text is pronounced correctly most of the time. Demonstrates very good understanding of textual nuances.  | Text is artistically declaimed; pronunciation is correct. Demonstrates excellent understanding of textual nuances.  |
| Professionalism  | Unprofessional behavior or demeanor, and/or unprofessional appearance/attire.  | Some unprofessional elements of behavior, demeanor, and/or appearance/attire.  | Appearance/attire and demeanor within bounds acceptable for student performances.  | A minor slip in professional appearance/attire or demeanor.  | Appearance/attire and demeanor professional.  |