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. |