

Quarter 4 Recital Performance Evaluation Rubric					
	Performer:				
	Title of Composition:				
	Composer:				
ELEMENT	5	4	3	2	1
TONE	Tone is consistently focused, clear, and centered throughout the range of the instrument	Tone is focused, clear and centered through the normal playing range of the instrument. Extrememes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal playing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from the overall performance.	Tone is often not focused, clear or centered regardless of the range being played, significantly detracting from the overall performance.	Tone is weak and rough – not pleasant. Not appropriate to be showcased in an Honors Recital.
INTONATION	Intonation is consistently accurate. Very few places (2 or 3) where pitch problems emerged. Intonation is far superior to the average high school performance.	Intonation is accurate with minor defects. Intonation is superior to the average high school performance.	Intonation is accurate most of the time. Several excerpts exhibited poor intonation, but the student does hear these mistakes and does have good ear – physical execution is lacking.	Intonation is sometimes accurate. This is a weakness and was distracting to the overall performance.	Intonation is rarely accurate. Student has poor concept of intonation.
TEMPO / RHYTHM	Tempo/Rhythm is consistent and accurate. Soloist knows and feels the rhythmic intent of the piece (s). Soloist and accompaniment are vertically aligned.	Tempo/Rhythm consistent and accurate most of the time. Soloist knows the rhythmic intent of the piece. Soloist and accompaniment are largely synchronous.	Tempo/Rhythm consistent and accurate much of the time. There are a few places where soloist is unsure of the rhythm. Recovery always happens.	Tempo/Rhythm is sometimes accurate. This is a weakness. Too many times soloist had to recover because of a rhythmic error.	Tempo/Rhythm errors are highly prevalent and preclude musical satisfaction on the part of the listener.
MUSICALITY - Phrasing Dynamics	Dynamic contrast is highly apparent and appropriate to the piece. Phrasing is intentional and clear to the listener.	Dynamic contrast is somewhat apparent and appropriate to the piece. Some thought has been given to phrasing.	Dynamic contrast is barely apparent. Little thought given to phrasing.	Dynamics are sometimes apparent. Phrasing is not very effective.	Dynamic changes and phrasing are not apparent.
TECHNIQUE – Articulation, Diction, Sticking, Bowing, Breath Support, Dexterity, Vibrato, Style	Technical elements are highly apparent.	Some technical elements are highly apparent, but others are lacking.	Technical elements are inconsistently shown.	None of the technical elements are readily apparent.	Technical elements are a major concern. Technical proficiency has not been demonstrated.

PREPARATION	Soloist is extremely prepared and comfortable with the piece. A highly musical performance due to preparation.	Soloist is prepared and comfortable. Performance is somewhat musical.	Evidence of preparation is apparent, but there are gaps that demonstrate a lack of preparation.	Some of the piece is prepared, but this piece is generally not ready for public performance.	Significant lack of preparation is evident.
				TOTAL SCORE:	<u> </u> /30
COMMENTS:				A = 28-30	93-100%
				A- = 27	90%
				B+ = 26	86%
				B = 25	83%
				B- = 24	80%
				C+ = 23	76%
				C = 22	73%
				C- = 21	70%
				D+ = 20	67%
				D = 19	64%
				D- = 18	60%
				F = 17 or below	
District 99 Music Faculty Signature:	_____				