

General Performance Evaluation Rubric (revised 2010)

Student: _____

Grade/Class : _____

Date: _____

Test: _____

Performance Elements	Below 50%	Level 1 50 - 59% Much below Provincial Standard	Level 2 60 - 69% Approaches Provincial Standard	Level 3 70 - 79% At Provincial Standard	Level 4 80-89% At times Surpasses Provincial Standard	90-100% Consistently High	M A R K
Tone Quality (Sound Quality) <i>Winds</i>		limited air support or focused sound/tone 1 2 3 4 5 6 7 8 9	some air support some focused sound/tone 1 2 3 4 5 6 7 8 9	considerable air support and focused sound/tone 1 2 3 4 5 6 7 8 9	High Degree Well focused sound/tone 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Pitch (notes & tuning control) <i>Winds/Percussion Keyboards Strings/ Timpani</i>		few correct notes with little control of tuning and intonation 1 2 3 4 5 6 7 8 9	some correct notes with some control of tuning and intonation 1 2 3 4 5 6 7 8 9	considerable correct notes, tuning and intonation control 1 2 3 4 5 6 7 8 9	High Degree Fine Command 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Phrasing (placement of breath) <i>Winds</i>		limited sense of musical sentence 1 2 3 4 5 6 7 8 9	some sense of musical sentence 1 2 3 4 5 6 7 8 9	considerable musical sentence 1 2 3 4 5 6 7 8 9	High Degree Expressive 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Articulation (Tongue/Slur patterns) <i>Winds</i>		limited planned tonguing/sluring 1 2 3 4 5 6 7 8 9	some planned tonguing/sluring 1 2 3 4 5 6 7 8 9	considerable tonguing/sluring 1 2 3 4 5 6 7 8 9	High Degree 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Dynamics (changes in volume) <i>ALL instruments</i>		limited change in volume 1 2 3 4 5 6 7 8 9	minimal/some changes in volume 1 2 3 4 5 6 7 8 9	considerable changes in volume 1 2 3 4 5 6 7 8 9	High Degree Expressive 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Rhythm (note/rest values) <i>ALL instruments</i>		few correct lengths of notes/rests 1 2 3 4 5 6 7 8 9	some correct lengths of notes/rests 1 2 3 4 5 6 7 8 9	considerable correct values 1 2 3 4 5 6 7 8 9	High Degree 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Tempo (speed control) <i>ALL instruments</i>		limited control of correct tempo(s) 1 2 3 4 5 6 7 8 9	some control of correct tempo(s) 1 2 3 4 5 6 7 8 9	considerable control of tempo(s) 1 2 3 4 5 6 7 8 9	High Degree Complete Control 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Rudiments (even sticking patterns) <i>Percussion/Percussion Keyboards</i>		limited attempt of rudiment(s) 1 2 3 4 5 6 7 8 9	some execution of rudiment(s) 1 2 3 4 5 6 7 8 9	considerable execution 1 2 3 4 5 6 7 8 9	High Degree 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Stick Technique (Grip/Heights) <i>Percussion/Percussion Keyboards</i>		limited control of sticks & heights 1 2 3 4 5 6 7 8 9	some control of sticks & heights 1 2 3 4 5 6 7 8 9	considerable control of sticks 1 2 3 4 5 6 7 8 9	High Degree 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Finger Technique (positions and use of index and middle finger) <i>Strings</i>		limited correct use of both fingers and finger board positions 1 2 3 4 5 6 7 8 9	some correct use of both fingers and finger board positions 1 2 3 4 5 6 7 8 9	considerable correct use of both fingers and finger board positions 1 2 3 4 5 6 7 8 9	High Degree correct use of both fingers/finger board positions 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	
Balance & Blend (volume/ timbre) <i>Groups Only</i>		limited balance and blend between instruments 1 2 3 4 5 6 7 8 9	some balance and blend between instruments 1 2 3 4 5 6 7 8 9	considerable balance and blend between instruments 1 2 3 4 5 6 7 8 9	High Degree 1 2 3 4 5 6 7 8 9	Consistently High 1 2 3 4 5 6 7 8 9	

Comments:

Total _____

Percentage Mark %