

6th grade Rubric for “Individual Performance Evaluation” in the Band Program



Student’s Name:

Performance being graded:

Student may receive an N/A, indicating criteria are Not Applicable for this performance

Grade Criteria	D (Falls Far Below)	C (Approaches)	B (Achieves)	A (Excels)
Listening Skills <ul style="list-style-type: none"> Pitch (note accuracy) Balance and blend Intonation (tuning) 	Student has frequent difficulty in responding to and balancing/blending with other instrument parts and rarely performs in tune.	Student sometimes performs with accurate pitches but makes frequent or repeated errors. Student generally responds to the balance/blend needs of other parts and sometimes performs in tune.	Pitches are usually accurate and secure with few errors. Student usually responds to the harmonic/texture and blend/balance needs of other parts/the ensemble.	Student consistently performs virtually error free, with very secure pitches. Student demonstrates appropriate sensitivity to the balance and blend required and demonstrates appropriate tuning with other parts or the ensemble as a whole.
Rhythm/Beat Clarity <ul style="list-style-type: none"> Note duration (rhythm) Sense of pulse/beat Sense of tempo Pulse changes (accelerando, ritardando, rubato) 	Student rarely performs durations accurately or with a steady tempo; has great difficulty responding to other rhythmic parts and rarely performs in alignment with provided beat. Does not respond to pulse changes.	Student sometimes performs durations accurately, but with erratic pulse or frequent durational errors. Student demonstrates some difficulty responding to other rhythmic parts, and sometimes plays in alignment to the provided beat. Sometimes responds to pulse changes.	Student usually performs with mostly accurate rhythms and pulse is overall steady. Student usually responds to other rhythmic parts, and usually plays in alignment to the provided beat. Usually responds to pulse changes.	Student consistently performs virtually error free. Pulses are secure and all durations are rhythmically accurate. Student responds to other rhythmic parts virtually error free. Consistently responds to pulse changes.
Tone Quality <ul style="list-style-type: none"> Wind instruments: Embouchure/Air support (The manner in which the lips and tongue are applied to the mouthpiece.) Percussion: Technique 	Student rarely is able to maintain appropriate tone quality and project quality tone consistently. Winds: Embouchure and air support is unstable Percussion: inconsistent or unstable technique.	Student sometimes uses an appropriate tone quality, and sometimes projects and controls tone.	Student usually performs with appropriate tone quality, and usually projects and controls tone.	Student consistently produces an open and resonant sound with clear, focused tone throughout the full pitch and dynamic range of the instrument. Tone quality is consistently achieved through controlled projection.
Expression/Style <ul style="list-style-type: none"> Interpretation of musical signs, symbols, and terms Phrasing/Breathing Dynamics/Contrasts Nuance (expressive refinement in performance) 	Student rarely identifies signs, symbols and terms in written music; rarely applies them when playing the written music. There is little to no response to musical nuance in phrases. Student rarely indicates phrasing structure through refinement. Student is rarely able to control dynamics, with no evidence of contrasts.	Student sometimes identifies and understands the signs, symbols and terms in written music; sometimes applies them to written music at a basic level of musical interpretation. Student sometimes responds to musical nuance indicated in the written music. Dynamic levels are generally performed with some response to basic dynamic effects (crescendo, decrescendo)	Student usually identifies and understands signs, symbols and terms in written music; often applies them to written music at an intermediate level of musical interpretation. Student usually performs with nuance or style indicated in the score, or suggestions by the instructor. Musical nuance usually is used to indicate phrase structure. Dynamic levels are usually performed with response to dynamic effects and contrasts.	Student consistently identifies and understands all signs, symbols and terms; consistently applies them to written music with a nuanced and refined interpretation. Student consistently performs with nuance and style in response to the score and coaching. Phrase structure is consistently and sensitively applied.
Instrumental Technique <ul style="list-style-type: none"> Posture Winds: <ul style="list-style-type: none"> Hand Position Articulation (attacks) Fingering Percussion: <ul style="list-style-type: none"> Stick/Mallet Technique Handheld percussion technique 	Student rarely sits correctly. Winds: Inappropriately positions hands. Experiences difficulty using tongue and cannot deliver indicated articulation; fingerings are primarily inaccurate Percussion: Sticks/mallets: Large inconsistencies in stick height, stick pressure, stick grip, and/or striking area of instrument. Handheld: Largely incorrect technique for holding/shaking/striking etc.	Student sometimes sits/stands correctly. Winds: sometimes applies correct hand positions. Attacks are generally consistent with some response to staccato, legato, and slur markings; fingerings are sometimes inaccurate. Percussion: Some inconsistencies in stick height, stick pressure, stick grip, and/or striking area of instrument. Handheld: Somewhat incorrect technique for holding/shaking/striking etc.	Student usually sits/stands correctly. Winds: Student usually demonstrates mostly accurate attacks and often responds to articulation; and often applies correct hand positions. Fingering is mostly accurate. Percussion: Some inconsistencies in stick height, stick pressure, stick grip, and/or striking area of instrument. Handheld: Mostly correct technique for holding/shaking/striking etc., minor issues.	Student consistently sits/stands with correct posture. Winds: Student is conscious of and demonstrates correct hand positions; accurately uses tongue to deliver indicated articulation; attacks are secure; uses correct fingerings with ease and fluidity. Percussion: Consistent stick height, stick pressure, stick grip, and/or striking area of instrument as appropriate for the music. Handheld: Correct technique for holding/shaking/striking etc.