

# 5<sup>th</sup> 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)
<b>Listening Skills</b> <ul style="list-style-type: none"> <li>Pitch (note accuracy)</li> </ul>	Student has frequent difficulty in playing correct pitches.	Student sometimes performs with accurate pitches but makes frequent or repeated errors.	Student usually performs with accurate pitches, with few isolated errors.	Student consistently performs virtually error free, with very secure pitches.
<b>Rhythm/Beat Clarity</b> <ul style="list-style-type: none"> <li>Note duration (rhythm)</li> <li>Sense of pulse/beat</li> <li>Sense of tempo</li> <li></li> </ul>	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.	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.	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.	Student consistently performs virtually error free. Pulses are secure and all durations are rhythmically accurate. Student responds to other rhythmic parts virtually error free.
<b>Tone Quality</b> <ul style="list-style-type: none"> <li>Wind instruments: Embouchure/Air support (The manner in which the lips and tongue are applied to the mouthpiece.)</li> <li>Percussion: Technique</li> </ul>	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 a characteristic sound of the instrument. Tone quality is consistently achieved through controlled projection.
<b>Expression/Style</b> <ul style="list-style-type: none"> <li>Interpretation of musical signs, symbols, and terms</li> <li>Dynamics/Contrasts</li> </ul>	Student rarely identifies signs, symbols and terms in written music; rarely applies them when playing the written music. 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. Dynamic levels are generally performed with some response to basic dynamic effects.	Student usually identifies and understands signs, symbols and terms in written music; often applies them to written music. 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.
<b>Instrumental Technique</b> <ul style="list-style-type: none"> <li>Posture</li> <li>Winds: <ul style="list-style-type: none"> <li>Hand Position</li> <li>Articulation (attacks)</li> <li>Fingering</li> </ul> </li> <li>Percussion: <ul style="list-style-type: none"> <li>Stick/Mallet Technique</li> <li>Handheld percussion technique</li> </ul> </li> </ul>	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.