

Grading Scale: 18-20 A  
 16-17 B  
 14-15 C  
 12-13 D

## Playing Test Rubric

Test: \_\_\_\_\_ Name: \_\_\_\_\_ Score: \_\_\_\_\_

-2 deducted for no metronome

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b><u>Rhythmic Accuracy</u></b> Students will be able to perform grade level rhythms and time signatures using the traditional counting system.	<b><u>Outstanding:</u></b> Correct rhythms, meter and steady tempo were always played.	<b><u>Good:</u></b> 1 or 2 incorrect rhythms, tempo is steady the majority of the performance.	<b><u>Average:</u></b> 3 or 4 incorrect rhythms, tempo is unsteady at least half of the time.	<b><u>In Progress:</u></b> 5 or more incorrect rhythms, tempo is unsteady the majority of the time.	<b><u>Unacceptable:</u></b> Unsteady pulse & no understanding of correct rhythm. Unrecognizable attempt made.
<b><u>Note Accuracy</u></b> Students will be able to identify and execute grade level notes and fingerings within different key signatures.	<b><u>Outstanding:</u></b> Correct notes & fingerings/stickings always played.	<b><u>Good:</u></b> 1 or 2 incorrect notes.	<b><u>Average:</u></b> 3 or 4 incorrect notes.	<b><u>In Progress:</u></b> 5 or more incorrect notes.	<b><u>Unacceptable:</u></b> Unrecognizable attempt made.
<b><u>Articulation &amp; Dynamics</u></b> Students will be able to identify and apply Italian articulation & dynamics to their playing.	<b><u>Outstanding:</u></b> Good demonstration of accurate articulation & dynamics throughout.	<b><u>Good:</u></b> Good overall use of articulation & dynamics with some inconsistency.	<b><u>Average:</u></b> Average use of articulation & dynamics. Not enough attention to detail.	<b><u>In Progress:</u></b> Articulation & dynamic levels are very inconsistent. 5 or more mistakes.	<b><u>Unacceptable:</u></b> Unacceptable attempt made toward accurate articulation & dynamic levels.
<b><u>Signs/Symbols/Vocab</u></b> Students will be able to identify and execute musical signs, symbols, phrasing & Italian vocabulary in their playing.	<b><u>Outstanding:</u></b> All musical signs, symbols, phrasing, and vocab were played well and accurately. Made music more than notes and rhythm.	<b><u>Good:</u></b> Most musical signs, symbols, phrasing, and vocab were played well and accurately. May have missed 1 or 2 but did not distract from overall style.	<b><u>Average:</u></b> Failed to play several musical signs, symbols, or vocab markings accurately. Not breathing at appropriate places in the music.	<b><u>In Progress:</u></b> Little or no attention was given to execute musical signs, symbols, phrasing & vocab. Style of piece was barely recognizable	<b><u>Unacceptable:</u></b> Unacceptable attempt made to execute musical signs, symbols, phrasing and vocabulary. Style of piece was not recognizable.
<b><u>Tone Quality</u></b> Students will be able to create/analyze appropriate grade level tone quality & pitch on their instrument using the MacBeth sound pyramid for proper balance.	<b><u>Outstanding:</u></b> Clear, focused, and full tone at all times. Perc: Good hand position, grip; even sound from both hands. Musical quality sounds like what the composer intended.	<b><u>Good:</u></b> mostly clear, focused, and full tone; some weaknesses in range extremes. Musical quality mostly sounded like what the composer intended.	<b><u>Average:</u></b> Average quality, lacking fullness, clarity or focus; inconsistent tone through range extremes. Average sounding performance.	<b><u>In Progress:</u></b> Quality in progress but with pinched, unsupported or airy sound throughout most ranges. Many characteristics were missing.	<b><u>Unacceptable:</u></b> No attempt made, or no consistent sound of any kind produced at all. Almost all musicality was indistinguishable.