

	<u>Does Not Meet Expectations</u>	<u>Below Expectations</u>	<u>Meets Expectations</u>	<u>Exceeds Expectations</u>	
<u>Pitch Accuracy</u>	Student does not demonstrate control over instrument. Inconsistencies in rhythmic accuracy, articulation, tone production, range/tessitura, and/or intonation cause a lack of continuity in the performance and do not meet the expectations of the performance.	Student demonstrates an emerging control of the instrument, but improvement is needed. The student's inconsistencies in rhythmic accuracy, articulation, tone production, range/tessitura, and/or intonation fall below expectations of the performance.	Student demonstrates competent control of the instrument. Student's rhythmic accuracy, articulation, tone production, range/tessitura, and/or intonation meet the expectations of the performance.	Student demonstrates a command of instrument on a mastery level. The student's demonstration of rhythmic accuracy, articulation, tone production, range/tessitura, and intonation exceed the expectations of the performance.	
	[0][1][2][3][4][5]	[6][7][8][9][10]	[11][12][13][14][15]	[16][17][18][19][20]	
<u>Expression</u>	Student does not demonstrate an appropriate use of dynamics, lyricism, or musical interpretation in the context of the performance and does not meet the expectations of the performance.	Student demonstrates an emerging control of dynamics, lyricism, and musical interpretation; problems in one or more of these areas distracts from the continuity of the performance and fall below the expectations of the performance.	Student demonstrates competent control of dynamics, lyricism, and musical interpretation that meet the expectations of the performance.	Student demonstrates a mastery control of dynamics, lyricism, and musical interpretation that exceed expectations of the performance.	
	[0][1][2][3][4][5]	[6][7][8][9][10]	[11][12][13][14][15]	[16][17][18][19][20]	
<u>Rhythm</u>	Student does not demonstrate appropriate sense and control of tempo/time feel or execution of rhythmic motives over time in the context of the performance and does not meet the expectations of the performance.	Student demonstrates an emerging sense and control of tempo/time feel or execution of rhythmic motives over time; problems in one or more of these areas distracts from the continuity of the performance and fall below the expectations of the performance.	Student frequently demonstrates competent sense and control of tempo/time feel or execution of rhythmic motives over time that meet the expectations of the performance.	Student demonstrates a mastery level sense and control of tempo/time feel and execution of rhythmic motives over time that exceed the expectations of the performance.	
	[0][1][2][3][4][5]	[6][7][8][9][10]	[11][12][13][14][15]	[16][17][18][19][20]	
<u>Melody</u>	Student does not demonstrate construction and/or execution of melodic motives, sequencing, phrasing, and/or idiomatic material and does not meet the expectations of the performance.	Student demonstrates an emerging control of construction and execution of melodic motives, motivic development, phrasing, and/or idiomatic material with distractions from the continuity of the performance and fall below the expectations of the performance.	Student demonstrates competent control of construction and execution of melodic motives, motivic development, phrasing, and/or idiomatic material that meets the expectation of the performance.	Student demonstrates mastery level of construction and execution of melodic motives, motivic development, phrasing, and/or idiomatic material that exceed the expectation of the performance.	
	[0][1][2][3][4][5]	[6][7][8][9][10]	[11][12][13][14][15]	[16][17][18][19][20]	
<u>Harmony</u>	Student does not demonstrate a perceived appropriate use of chord/scale theory, appropriate note resolutions, and/or sense of harmonic scheme and does not meet the expectation of the performance.	Student demonstrates an emerging sense of perceived appropriate use of chord/scale theory, appropriate note resolution, and/or sense of harmonic scheme; problems in one or more these areas distract from the continuity of the performance and fall below the expectations of the performance.	Student demonstrates a competent level of perceived appropriate use of chord/scale theory, appropriate note resolution, and/or sense of harmonic scheme that meet the expectations of the performance.	Student demonstrates a mastery level of perceived appropriate use of chord/scale theory, appropriate resolutions and sense of harmonic scheme that exceed the expectations of the performance.	
	[0][1][2][3][4][5]	[6][7][8][9][10]	[11][12][13][14][15]	[16][17][18][19][20]	
				Total Points [100 points maximum]	