

Band Sight-reading Evaluation **Updated 2020**

Tone (for the classification entered)

Superior (Division I)	Excellent (Division II)	Average (Division III)	Below Average (Div.IV)	Poor (Division V)
<ul style="list-style-type: none"> Students <u>consistently</u> perform with mature, characteristic sounds. Pitches are <u>consistently</u> centered and focused. Students <u>consistently</u> perform balance/blend with only minor lapses that are quickly corrected. The ensemble <u>consistently</u> demonstrates an awareness of tuning within and between sections. (“near perfect”) Dynamic contrast is <u>consistently</u> obvious and effective. Students <u>consistently</u> perform with proper support and little or no distortion. 	<ul style="list-style-type: none"> Students <u>usually</u> perform with mature, characteristic sounds. Pitches are mostly centered and focused. Students <u>usually</u> perform balance/blend but there are obvious flaws that do not recover quickly. The ensemble <u>usually</u> demonstrates an awareness of tuning within and between sections but there are numerous minor flaws. Dynamic contrast is <u>usually</u> obvious and effective. Students <u>usually</u> perform with proper support and little or no distortion. 	<ul style="list-style-type: none"> Students <u>sometimes</u> perform with mature, characteristic sounds. Pitches are <u>sometimes</u> centered and focused. Students <u>sometimes</u> perform balance/blend but lapses consistently occur. The ensemble <u>sometimes</u> demonstrates an awareness of tuning within and between sections but problems consistently occur. Dynamic contrast is <u>sometimes</u> obvious and effective. Students <u>sometimes</u> perform with proper support and little or no distortion. 	<ul style="list-style-type: none"> Students <u>rarely</u> perform with mature, characteristic sounds. Pitches are <u>rarely</u> centered and focused. Students <u>rarely</u> perform balance/blend within the ensemble The ensemble <u>rarely</u> demonstrates an awareness of tuning within and between sections. There are an extreme amount of flaws. Dynamic contrast is <u>rarely</u> obvious and effective. Students <u>rarely</u> perform with proper support and little or no distortion. 	<ul style="list-style-type: none"> Students <u>seldom</u> perform with mature, characteristic sounds. Pitches are <u>seldom</u> centered and focused. Students <u>seldom</u> perform balance/blend within the ensemble. The ensemble <u>seldom</u> demonstrates an awareness of tuning within and between sections. Dynamic contrast is <u>seldom</u> obvious and effective. Students <u>seldom</u> perform with proper support and little or no distortion.

Technique (for the classification entered)

<ul style="list-style-type: none"> Most pitches are correct. Missed key/accidentals are corrected quickly. Students <u>consistently</u> demonstrate manual dexterity and flexibility with only minor flaws in precision and clarity that recover quickly. Rhythmic approach is <u>consistently</u> uniform throughout the ensemble. Articulation is appropriate all of the time and is consistent throughout the performance. 	<ul style="list-style-type: none"> Most pitches are correct but missed key/accidentals are not corrected quickly. Students <u>usually</u> demonstrate manual dexterity and flexibility but there are often lapses in precision and clarity that do not recover quickly. Rhythmic approach is <u>usually</u> uniform throughout the ensemble. Articulation is appropriate most of the time, but there are occasions when inconsistencies detract from the overall performance. 	<ul style="list-style-type: none"> Students miss pitches and do not recover quickly. Students <u>sometimes</u> demonstrate manual dexterity and flexibility but there is a consistent loss of precision and clarity that do not recover quickly. Rhythmic approach is <u>sometimes</u> uniform throughout the ensemble. Articulation is used inappropriately at times. 	<ul style="list-style-type: none"> Students miss numerous pitches throughout the performance. Students <u>rarely</u> demonstrate manual dexterity and flexibility but there is an overall loss of precision and clarity. Rhythmic approach is <u>rarely</u> uniform throughout the ensemble. Articulation is inappropriate most of the time. 	<ul style="list-style-type: none"> Students miss pitches and do not recognize use of key/accidentals. Precision and clarity is <u>seldom</u> present. Rhythmic approach is <u>seldom</u> uniform throughout the ensemble. There is an inappropriate approach to total articulation.
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Musicianship (for the classification entered)

<ul style="list-style-type: none"> Students <u>consistently</u> use proper musical style on all selections. Students are very sensitive to musical phrasing, shaping phrases and giving direction to musical lines. Students <u>consistently</u> achieve dynamic variation and musical nuance. Performers <u>consistently</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. 	<ul style="list-style-type: none"> Students <u>usually</u> use proper musical style with only minor inconsistencies. Students are sensitive to musical line and phrasing, but there are minor flaws that detract from the performance. Students are <u>usually</u> consistent in achieving dynamic variation and musical nuance. Performers <u>usually</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. 	<ul style="list-style-type: none"> Students <u>sometimes</u> use proper musical style but there are noticeable inconsistencies. Students give little attention to musical phrases and shaping. Students are <u>sometimes</u> consistent in achieving dynamic variation and musical nuance. Performers <u>sometimes</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. 	<ul style="list-style-type: none"> Students <u>rarely</u> address musical style. Students fail to shape musical phrases. Students are <u>rarely</u> consistent in achieving dynamic variation and musical nuance. Students <u>rarely</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo. 	<ul style="list-style-type: none"> Students <u>seldom</u> address musical style. No attention appears to have been given to proper shaping of musical line and phrasing. Students <u>seldom</u> achieve dynamic variation and use musical nuance. Students <u>seldom</u> convey an artistic, energetic, and emotional understanding of the music to the audience with the appropriate tempo.
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