

GRADING RUBRIC FOR PERFORMANCES

A	The performance goes beyond mere proficiency—it demonstrates a command of the music both technically and musically. It’s ready to be performed publicly.
	The performance reflects complete control and mastery of technique.
	The performance reflects a clear understanding of the composition, recognizing and controlling elements in the music that are deeper than just correct notes and rhythms. These include:
	<ul style="list-style-type: none"> a. Recognizing, distinguishing and balancing the multiple voices in the polyphony. b. Playing phrases rather than playing from note to note, and shaping those phrases with expressive devices such as volume, speed, color and vibrato.
	Performance is fluid. There are no hesitations between sections or chords.
	Performance is not only expressive, but the interpretation is informed and appropriate in the context of the performance practices in the time period the piece was written.
	Student projects the sound with confidence; he or she plays to the “back of the room.”
B	The performance is proficient. The student knows the material, but has not quite mastered the piece yet. The piece is not quite prepared enough to be performed publicly.
	Technique, notes/chords and rhythms <i>are correct</i> , but the performance does not reflect a command of those things.
	Performance is a bit choppy, lacking fluidity. Student seems to play from note to note rather than playing phrases.
	Shows <i>slight</i> insecurity/hesitations in <i>some</i> sections, such as struggling with some transitions and chords.
	Performance lacks expressiveness. Student does not observe or implement phrasing, dynamics, articulations, vibrato, etc.
	The performance does not reflect an understanding of the composition. For example, in polyphonic repertoire, the student does not seem to be aware of the different voices. The different parts are not clearly distinguished, controlled or properly balanced.
The overall sound is lacking—it is not projected sound and/or the tone lacks confidence and/or beauty.	
C	The performance is below proficiency. It’s complete, but rough and still in the “working-out” phase.
	Student is struggling through some or all of the music; with severe and consistent hesitations.
	There may be some incorrect notes, rhythms and/or chords.
	Technique may be incorrect in some places.
D	The performance is incomplete, but at least 50% of the music can be performed at least at a C level.
F	The performance is incomplete. Less than 50% of the music can be performed at a C level.
<p>NOTE: For students whose final, end-of-the-semester GPA falls within the F range, it is still possible to pass the class with a D, depending on their effort demonstrated throughout that semester. In other words, observable effort can supersede achievement, if <i>all</i> the following criteria are met:</p> <ul style="list-style-type: none"> • Good attendance (no more than three tardies or absences) • No zero’s or incompletes on performance tests • Engaged during class: attentive, participating, and practicing. • A good and positive attitude. <p>The changing of a failing grade to a D, based on effort, is at the discretion and prerogative of the teacher alone.</p>	