



PMEA ADJUDICATION

SMALL ENSEMBLE: WINDS

Music Performance Assessment Form

MPA Date: _____ MPA Site: _____

School: _____ Small Ensemble Name: _____
(I.e. Flute Trio)

SCORE	EVALUATION AREA	COMMENTS																									
<p>SC.= RATING with DESCRIPTORS</p> <table style="font-size: small;"> <tr> <td>9-10</td> <td>I Superior</td> <td>A+ Outstanding</td> </tr> <tr> <td>7-8</td> <td>II Excellent</td> <td>A Advanced</td> </tr> <tr> <td>5-6</td> <td>III Good</td> <td>B Proficient</td> </tr> <tr> <td>3-4</td> <td>IV Fair</td> <td>C Basic</td> </tr> <tr> <td>1-2</td> <td>V Unprepared</td> <td>U Below Basic</td> </tr> </table> <p>Place numerical score in this column.</p>	9-10	I Superior	A+ Outstanding	7-8	II Excellent	A Advanced	5-6	III Good	B Proficient	3-4	IV Fair	C Basic	1-2	V Unprepared	U Below Basic	<p style="text-align: center;">ADDITIONAL FEEDBACK</p> <p>+ Area of strength; Noticeably strong within rating</p> <p>Blank Commensurate to rating</p> <p>- Area of concern; Noticeably needing attention within rating</p>	<p style="text-align: center;">COMMENTS</p> <p>Additional space for comments on the back of this form.</p>										
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<p>TOTAL SCORE</p> <p>Add the five scores above</p>	<p>FINAL RATING</p> <p>Convert the total score to the final rating according to the table on the right.</p>	<p>TOTAL SCORE = RATING with DESCRIPTORS</p> <table style="font-size: x-small;"> <tr> <td>43-50</td> <td>I</td> <td>Superior</td> <td>A+</td> <td>Outstanding</td> </tr> <tr> <td>33-42</td> <td>II</td> <td>Excellent</td> <td>A</td> <td>Advanced</td> </tr> <tr> <td>23-32</td> <td>III</td> <td>Good</td> <td>B</td> <td>Proficient</td> </tr> <tr> <td>13-22</td> <td>IV</td> <td>Fair</td> <td>C</td> <td>Basic</td> </tr> <tr> <td>5-12</td> <td>V</td> <td>Unprepared</td> <td>U</td> <td>Below Basic</td> </tr> </table>	43-50	I	Superior	A+	Outstanding	33-42	II	Excellent	A	Advanced	23-32	III	Good	B	Proficient	13-22	IV	Fair	C	Basic	5-12	V	Unprepared	U	Below Basic
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<p>OTHER FACTORS (+, Blank or -) (Not scored; does not affect Final Rating)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 20px;"> </td><td>Conduct/Decorum</td></tr> <tr><td> </td><td>Appearance/Posture</td></tr> <tr><td> </td><td>Instrument/Hand Positions</td></tr> <tr><td> </td><td>Choice of Repertoire</td></tr> </table>		Conduct/Decorum		Appearance/Posture		Instrument/Hand Positions		Choice of Repertoire	<p style="text-align: center;">_____ Adjudicator Signature</p>
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 Music Performance Assessment Form - BACK

EVALUATION AREA	ATTRIBUTES TO CONSIDER FOR ASSESSMENT AND AS 'TALKING POINTS' FOR ORAL & WRITTEN COMMENTS <i>Excerpted from Assessment Forms used for Adjudication in other states</i>
TONE	Quality; Clarity; Focus; Projection; Maturity; Warmth; Naturalness; Characteristic Timbres; Use of air speed, amount and support; Control throughout range of dynamics and pitches; Consistency and evenness of sonority; Resonance; Blend within ensemble; Likeness of qualities; Balance of parts overall, of parts depending on role within the texture, and of parts depending on role within the chord; Posture impacting tone; Appropriate use of vibrato
INTONATION	Within the individual player and ensemble overall; Within the melodic or individual lines; Throughout range of dynamics and pitches; Within unisons, intervals and chords; Tonality awareness; Pitch center; Adjustments and recovery
ACCURACY	Notes overall and within the context of key signatures, key changes and accidentals outside of the key; Pulse stability; Rhythm including subdivision and patterns that include rests, ties, dotted notes and syncopation; Entrances and releases; Articulation method; Slur clarity and precision; Unity of approach
TECHNIQUE	Facility as the ease of execution of technical passages; Flexibility as the ease of maneuverability throughout range; Rhythms vertically aligned; Dexterity; Coordination; Mechanical Skill; Smoothness; Use of alternate fingerings and positions
INTERPRETATION	Tempo – stability, changes, range and contrast; Dynamics – levels, changes, range and contrast; Phrasing, phrase shaping and contouring; Rhythmic energy; Sense of ensemble; Realization of the composer's aesthetic intent; Style in terms of performance practice and historical context; Interpretive articulation; Articulation implied by the style; Nuance and artistic subtleties; Sensitivity; Musicality; Effect; Emotion or Feelingfulness

ADDITIONAL COMMENTS	
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