



PMEA ADJUDICATION
SOLO: STRINGS
 Music Performance Assessment Form

Performance #: _____ MPA Date: _____ MPA Site: _____

Student Name: _____ School: _____

| SCORE | EVALUATION AREA ADDITIONAL FEEDBACK | COMMENTS |
|--|---|---|
| SC. = RATING with DESCRIPTORS 13-15 I Superior A+ Outstanding 10-12 II Excellent A Advanced 7-9 III Good B Proficient 4-6 IV Fair C Basic 1-3 V Unprepared U Below Basic | + Area of strength; Noticeably strong within rating Blank Commensurate to rating - Area of concern; Noticeably needing attention within rating | Adjudicators are to use this space for specific written input focusing on areas of strength or concern. |

| SCORE | EVALUATION AREA | COMMENTS | | | | | | | | | | | | | | | | | | | | |
|---------------------------|--|--|----------------|----------|----------|----------------|-------|-----------|-----------|------------|-------|------------|------|--------------|-------|-----------|------|---------|------|----------|------------|---------|
| | TONE <input type="checkbox"/> Quality/Clarity <input type="checkbox"/> Control/Consistency <input type="checkbox"/> Use of Bow <input type="checkbox"/> Balance with accompaniment | Additional space is available on the back of this form. | | | | | | | | | | | | | | | | | | | | |
| | INTONATION <input type="checkbox"/> Consistency throughout range <input type="checkbox"/> Within melodic line/intervals <input type="checkbox"/> Pitch center <input type="checkbox"/> Within tonality | | | | | | | | | | | | | | | | | | | | | |
| | ACCURACY <input type="checkbox"/> Notes <input type="checkbox"/> Pulse & Meter <input type="checkbox"/> Rhythm <input type="checkbox"/> Articulation | | | | | | | | | | | | | | | | | | | | | |
| | TECHNIQUE <input type="checkbox"/> Facility <input type="checkbox"/> Flexibility throughout range <input type="checkbox"/> Control/Precision/Consistency | | | | | | | | | | | | | | | | | | | | | |
| | INTERPRETATION <input type="checkbox"/> Tempo <input type="checkbox"/> Dynamics <input type="checkbox"/> Phrasing <input type="checkbox"/> Style <input type="checkbox"/> Expression/Nuance/Artistry | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | FINAL RATING | TOTAL SCORE to FINAL RATING with DESCRIPTORS | | | | | | | | | | | | | | | | | | | | |
| Add the five scores above | Convert the Total Score to the Final Rating according to the table on the right. | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">63-75</td> <td style="text-align: center;">I</td> <td style="text-align: left;">Superior</td> <td style="text-align: left;">A+ Outstanding</td> </tr> <tr> <td style="text-align: center;">48-62</td> <td style="text-align: center;">II</td> <td style="text-align: left;">Excellent</td> <td style="text-align: left;">A Advanced</td> </tr> <tr> <td style="text-align: center;">33-47</td> <td style="text-align: center;">III</td> <td style="text-align: left;">Good</td> <td style="text-align: left;">B Proficient</td> </tr> <tr> <td style="text-align: center;">18-32</td> <td style="text-align: center;">IV</td> <td style="text-align: left;">Fair</td> <td style="text-align: left;">C Basic</td> </tr> <tr> <td style="text-align: center;">5-17</td> <td style="text-align: center;">V</td> <td style="text-align: left;">Unprepared</td> <td style="text-align: left;">U Below</td> </tr> </table> | 63-75 | I | Superior | A+ Outstanding | 48-62 | II | Excellent | A Advanced | 33-47 | III | Good | B Proficient | 18-32 | IV | Fair | C Basic | 5-17 | V | Unprepared | U Below |
| 63-75 | I | Superior | A+ Outstanding | | | | | | | | | | | | | | | | | | | |
| 48-62 | II | Excellent | A Advanced | | | | | | | | | | | | | | | | | | | |
| 33-47 | III | Good | B Proficient | | | | | | | | | | | | | | | | | | | |
| 18-32 | IV | Fair | C Basic | | | | | | | | | | | | | | | | | | | |
| 5-17 | V | Unprepared | U Below | | | | | | | | | | | | | | | | | | | |

| OTHER FACTORS (+, Blank or -) (Not scored; does not affect Final Rating) | | | | | |
|--|----------------------------------|--|---|---|--------------------------------|
| <table style="width: 100%; border-collapse: collapse;"> <tr><td style="width: 50%;"><input type="checkbox"/> Conduct</td></tr> <tr><td><input type="checkbox"/> Confidence/Approach</td></tr> <tr><td><input type="checkbox"/> Appearance/Posture</td></tr> <tr><td><input type="checkbox"/> Choice of Repertoire</td></tr> </table> | <input type="checkbox"/> Conduct | <input type="checkbox"/> Confidence/Approach | <input type="checkbox"/> Appearance/Posture | <input type="checkbox"/> Choice of Repertoire | _____ Adjudicator Signature |
| <input type="checkbox"/> Conduct | | | | | |
| <input type="checkbox"/> Confidence/Approach | | | | | |
| <input type="checkbox"/> Appearance/Posture | | | | | |
| <input type="checkbox"/> Choice of Repertoire | | | | | |

PMEA ADJUDICATION
SOLO - STRINGS

Music Performance Assessment Form - BACK

| EVALUATION AREA | ATTRIBUTES TO CONSIDER FOR ASSESSMENT AND AS 'TALKING POINTS' FOR ORAL & WRITTEN COMMENTS |
|------------------------|--|
| TONE | Quality; Clarity; Focus; Projection; Maturity; Warmth; Naturalness; Characteristic timbre throughout range; Use of bow; Control and consistency throughout range of dynamics and pitches; Consistency and evenness of sonority; Resonance; Blend with accompaniment; Balance with accompaniment; Posture impacting tone; Appropriate use of vibrato |
| INTONATION | With the accompaniment; Within the melodic line; Control and consistency throughout range of dynamics and pitches; Within intervals and parts of chords; Pitch center; Tonality awareness; Adjustments |
| 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/Bowing; Slur clarity and precision; Consistency of approach |
| TECHNIQUE | Facility as the ease of execution of technical passages; Flexibility as the ease of maneuverability throughout range; Instrument and hand positions; Bowings; Advanced positions; Shifts; Rhythms vertically aligned with accompaniment; Dexterity; Coordination; Mechanical skill; Smoothness |
| INTERPRETATION | Tempo – stability, changes, range and contrast; Dynamics – levels, changes, range and contrast; Phrasing, phrase shaping and contouring; Rhythmic energy; Realization of the composer's aesthetic intent; Style in terms of performance practice and historical context; Articulation implied by the style; Nuance and artistic subtleties; Artistry; Sensitivity; Musicality; Effect; Emotion or Feelingfulness |

ADDITIONAL COMMENTS