



# PMEA ADJUDICATION

## SMALL ENSEMBLE: STRINGS

### Music Performance Assessment Form

Performance #: \_\_\_\_\_ MPA Date: \_\_\_\_\_ MPA Site: \_\_\_\_\_

Ensemble Name: \_\_\_\_\_ School: \_\_\_\_\_

SCORE	EVALUATION AREA ADDITIONAL FEEDBACK	COMMENTS
<b>SC. = RATING with DESCRIPTORS</b> 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 <b>Blank</b> 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
	<b>TONE</b> <input type="checkbox"/> Quality/Clarity/Use of Bow <input type="checkbox"/> Control/Consistency <input type="checkbox"/> Blend <input type="checkbox"/> Balance: Texture & Chord	Additional space is available on the back of this form.
	<b>INTONATION</b> <input type="checkbox"/> Control/Consistency <input type="checkbox"/> Melodic or Individual Line <input type="checkbox"/> Pitch center/Tonality <input type="checkbox"/> Intervals & Chords	
	<b>ACCURACY</b> <input type="checkbox"/> Notes <input type="checkbox"/> Pulse & Meter <input type="checkbox"/> Rhythm <input type="checkbox"/> Articulation	
	<b>TECHNIQUE</b> <input type="checkbox"/> Facility <input type="checkbox"/> Flexibility throughout range <input type="checkbox"/> Control/Precision/Unity	
	<b>INTERPRETATION</b> <input type="checkbox"/> Tempo <input type="checkbox"/> Dynamics <input type="checkbox"/> Phrasing <input type="checkbox"/> Style <input type="checkbox"/> Expression/Nuance/Artistry	
<b>TOTAL</b>	<b>FINAL RATING</b>	<b>TOTAL SCORE to FINAL RATING with DESCRIPTORS</b> 63-75 <b>I</b> Superior A+ Outstanding 48-62 <b>II</b> Excellent A Advanced 33-47 <b>III</b> Good B Proficient 18-32 <b>IV</b> Fair C Basic 5-17 <b>V</b> Unprepared U Below Basic
Add the five scores above	Convert the Total Score to the Final Rating according to the table on the right.	

OTHER FACTORS (+, Blank or -) (Not scored; does not affect Final Rating)	
<input type="checkbox"/> Conduct	_____ Adjudicator Signature
<input type="checkbox"/> Confidence/Approach	
<input type="checkbox"/> Appearance/Posture	
<input type="checkbox"/> Choice of Repertoire	

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<b>EVALUATION AREA</b>	<b>ATTRIBUTES TO CONSIDER FOR ASSESSMENT AND AS 'TALKING POINTS' FOR ORAL &amp; WRITTEN COMMENTS</b>
<b>TONE</b>	Quality; Clarity; Focus; Projection; Maturity; Warmth; Naturalness; Characteristic timbres; Use of the bow; Control and consistency throughout range of dynamics and pitches; Consistency and evenness of sonority; Resonance; Blend within ensemble; 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
<b>INTONATION</b>	Within the individual player, part and ensemble overall; Within the melodic or individual lines; Control and consistency throughout range of dynamics and pitches; Within unisons, intervals and chords; Pitch center; Tonality awareness; Adjustments
<b>ACCURACY</b>	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; Unity of approach
<b>TECHNIQUE</b>	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; Dexterity; Coordination; Mechanical skill; Smoothness; Finesse
<b>INTERPRETATION</b>	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; Articulation implied by the style; Nuance and artistic subtleties; Artistry; Sensitivity; Musicality; Effect; Emotion or Feelingfulness

**ADDITIONAL COMMENTS**