



Music Performance
Assessments

SOLO: WINDS

Assessment Form

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

Student Name: _____ School: _____

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

SCORE	EVALUATION AREA	COMMENTS
	TONE <input type="checkbox"/> Quality/Clarity/Control <input type="checkbox"/> Consistency throughout range <input type="checkbox"/> Use of Air: Amount & speed <input type="checkbox"/> Balance with accompaniment	Additional space is available on p. 2
	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.	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 Basic

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

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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 air speed, amount and support; 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; 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; 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; Rhythms vertically aligned with accompaniment; 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; 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; Sensitivity; Musicality; Effect; Emotion or Feelingfulness

ADDITIONAL COMMENTS