

Michigan School Band and Orchestra Association

Rubrics for Band and Orchestra Festivals

	SUPERIOR Letter Grade: A	EXCELLENT Letter Grade: B	GOOD Letter Grade: C	FAIR Letter Grade: D	POOR Letter Grade: E
TONE <ul style="list-style-type: none"> • Characteristic • Resonant • Responsive • Controlled • Supported • Balanced • Blended 	<p>Students consistently perform with refined and developed sound quality, considering the classification, throughout the ensemble.</p> <p>A few minor isolated flaws might exist, but they do not detract from the performance</p>	<p>Students often perform with refined and developed sound quality, considering the classification, within the ensemble.</p> <p>Noticeable flaws sometimes detract from the performance.</p>	<p>Students perform with developing, but not yet refined sound quality, considering the classification, within the ensemble.</p> <p>Noticeable flaws often detract from the performance.</p>	<p>Students perform with little understanding of sound quality within the ensemble.</p> <p>Constant flaws occur and detract from the performance.</p>	<p>Students perform with little understanding of sound quality within the ensemble.</p> <p>Constant flaws occur and detract from the performance.</p>
INTONATION <ul style="list-style-type: none"> • Note Accuracy • Pitch Matching • Chord Tuning • Individual Tuning • Section Tuning 	<p>Students consistently perform with refined and developed intonation, considering the classification, throughout the ensemble.</p> <p>A few minor isolated flaws might exist, but they do not detract from the performance.</p>	<p>Students often perform with refined and developed intonation, considering the classification, within the ensemble.</p> <p>Noticeable flaws sometimes detract from the performance.</p>	<p>Students perform with developing, but not yet refined intonation, considering the classification, within the ensemble.</p> <p>Noticeable flaws often detract from the performance.</p>	<p>Students perform with intonation that is not yet developing or refined, considering the classification, within the ensemble.</p> <p>Obvious flaws consistently detract from the performance.</p>	<p>Students perform with little understanding of intonation within the ensemble.</p> <p>Constant flaws occur and detract from the performance.</p>
RHYTHM <ul style="list-style-type: none"> • Durations • Precision • Steady • Even • Accuracy 	<p>Students consistently perform with refined and developed rhythm throughout the ensemble.</p> <p>A few minor isolated flaws might exist, but they do not detract from the performance.</p>	<p>Students often perform with refined and developed rhythm within the ensemble.</p> <p>Noticeable flaws sometimes detract from the performance.</p>	<p>Students perform with developing, but not yet refined rhythm within the ensemble.</p> <p>Noticeable flaws often detract from the performance.</p>	<p>Students perform with rhythm that is not yet developing or refined within the ensemble.</p> <p>Obvious flaws consistently detract from the performance.</p>	<p>Students perform with little understanding of rhythm within the ensemble.</p> <p>Constant flaws occur and detract from the performance.</p>
TECHNIQUE <ul style="list-style-type: none"> • Hand/Stick Position • Articulation • Sticking • Clarity • Fluency 	<p>Students consistently perform with refined and developed technique throughout the ensemble.</p> <p>A few minor isolated flaws might exist, but they do not detract from the performance.</p>	<p>Students often perform with refined and developed technique within the ensemble.</p> <p>Noticeable flaws sometimes detract from the performance.</p>	<p>Students perform with developing, but not yet refined technique within the ensemble.</p> <p>Noticeable flaws often detract from the performance.</p>	<p>Students perform with technique that is not yet developing or refined within the ensemble.</p> <p>Obvious flaws consistently detract from the performance.</p>	<p>Students perform with little understanding of technique within the ensemble.</p> <p>Constant flaws occur and detract from the performance.</p>
INTERPRETATION <ul style="list-style-type: none"> • Dynamics • Phrasing • Style • Nuance • Shape • Direction • Expression • Tempo • Performance Practice 	<p>Students consistently perform with refined and developed interpretation throughout the ensemble.</p> <p>A few minor isolated flaws might exist, but they do not detract from the performance.</p>	<p>Students often perform with refined and developed interpretation within the ensemble.</p> <p>Noticeable flaws sometimes detract from the performance.</p>	<p>Students perform with developing, but not yet refined interpretation within the ensemble.</p> <p>Noticeable flaws often detract from the performance.</p>	<p>Students perform with interpretation that is not yet developing or refined within the ensemble.</p> <p>Obvious flaws consistently detract from the performance.</p>	<p>Students perform with little understanding of interpretation within the ensemble.</p> <p>Constant flaws occur and detract from the performance.</p>