

MMEA-CD Festival
Adjudication Form
Woodwind - Brass

SOLO EVALUATION

(Circle ONE number ONLY per category)

Adj. Initials: _____

Instrument: _____ School Code: _____

Student Name: _____ Grade: _____

Final Score:

TONE The student's tone:

20 19 is full, rich and characteristic of the tone quality of the instrument in all ranges and registers.

18 17 16 is of a characteristic tone quality in most ranges, but occasionally distorts in some passages.

15 14 13 exhibits minor flaws in production (i.e., a slightly thin or unfocused sound, breath not always used efficiently.)

12 11 10 has several flaws in basic production. (i.e., consistently thin/unfocused sound, forced, breath inefficiently used.)

9 8 7 has major flaws in basic production (ie. unfocused, uncentered.)

6 4 2 is a tone quality which hinders the quality of performance.

INTONATION The student's intonation:

10 is accurate in all ranges and registers.

9 - 8 is mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation.

7 - 6 is somewhat accurate, but includes out of tune notes. student adjusts these problem pitches with some success.

5 - 4 exhibits basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches.

3 - 2 is not accurate and hinders the quality of performance.

MELODIC ACCURACY The student performs:

10 all the pitches/notes accurately.

9 - 8 most pitches/notes accurately.

7 - 6 some inaccurate pitches/notes; has some difficulty with melodic precision.

5 - 4 several inaccurate pitches/notes but displays basic understanding of melodic control.

3 - 2 inaccurate pitches/notes throughout the performance, (i.e., missing key signatures, accidentals).

RHYTHMIC ACCURACY The student performs:

10 accurate rhythms throughout.

9 - 8 nearly accurate rhythms, but lacks precise interpretation of some rhythmic patterns.

7 - 6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).

5 - 4 many rhythmic patterns incorrectly or inconsistently.

3 - 2 the majority of rhythmic patterns incorrectly.

TEMPO The student's tempo:

10 is accurate and consistent with the printed tempo marking(s).

9 - 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.

7 - 6 is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.

5 - 4 is inconsistent, (rushing, dragging, inaccurate tempo changes).

3 - 2 is not accurate or consistent.

Sight Reading The student performs:

Rhythms	Notes
10 (All accurate)	5 All accurate
9 8 Nearly accurate	4 1 or 2 errors
7 6 A few errors	3 (3 or 4 errors)
5 4 Several errors	2 (5 or 6 errors)
3 2 Many errors	1 (7 + errors)

(circle one number in each column)

Tempo	Dynamics	Articulations
3 Accurate	3 Accurate	3 Accurate
2 Different but steady	2 Occasional	2 Occasional
1 Inconsistent	1 Not demonstrated	1 Not demonstrated

TECHNIQUE The student:

C=Consistently S=Sometimes R=Rarely
(Circle the one number that applies to each category)

C	S	R	C=5-4 pts.	S=3-2 pts.	R=1 pt.
5 4 3 2 1					demonstrates appropriate slurs as marked.
5 4 3 2 1					demonstrates appropriate execution of the legato, staccato and marcato articulations.
5 4 3 2 1					performs with efficient air support.
5 4 3 2 1					performs in the extreme upper register of instrument with proper facility and control.
5 4 3 2 1					performs in the extreme lower register of instrument with proper facility and control.

MUSICIANSHIP The student:

C=Consistently S=Sometimes R=Rarely
(Circle the one number that applies to each category)

C	S	R	C=5-4 pts.	S=3-2 pts.	R=1 pt
5 4 3 2 1					demonstrates control of musical time/pulse appropriate for the style of music. (i.e., use of steady beat and/or use of rubato, ritardando, stringendo).
5 4 3 2 1					demonstrates dynamic contrast notated by composer.
5 4 3 2 1					demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.
5 4 3 2 1					demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of composition.
5 4 3 2 1					performs with effective breath management, inhaling at times that compliment the phrase structure.

SCALE EVALUATION

Fill in the names of the scales selected for assessment in the spaces provided. Circle the number in the column that best describes the student's performance. (Circle ONE number only per scale requested)

___Maj. ___Maj. ___Chromatic

4	4	4	all pitches/notes accurately.
3	3	3	all but 1 - 2 pitches/notes accurately.
2	2	2	all but 3 - 4 pitches/notes accurately.
1	1	1	missing more than 6 pitches.

3	2	1	Scale Rhythm
3	2	1	Scale Articulation
3	2	1	Scale Tempo ● = 100