

## South Belton Band UIL-Style Grading Rubric

Grade	Superior: 100-90	Excellent: 89-80	Average: 79-70	Below Average to Poor: Below 70
<b>Tone Quality</b>	Student's tone is <u>consistently</u> focused, clear, and centered throughout the range of the instrument. Student performs with mature, characteristic sounds <u>all of the time</u> .	Tone is focused, clear, and centered through the <u>normal</u> playing range of the instrument. Extremes in the range sometimes cause tone to be less controlled. There are <u>occasional</u> flaws where the student is unable to control and focus their sounds.	Tone is <u>sometimes</u> uncontrolled in the normal playing range. Extremes in range are usually uncontrolled, and student pushes beyond their ability to control tone quality in varying dynamic ranges. Sounds are <u>at times</u> harsh, thin, and/or pinched.	The tone is <u>often not</u> focused, clear, or centered regardless of the range being played. Student demonstrates immature or poor characteristic tone quality throughout most of the performance. Student has little or no control of focus of their sound.
<b>Note Accuracy and Intonation</b>	Student does not miss notes. Pitches are centered and focused, and there is " <u>near perfect</u> " intonation.	Student does not miss notes. An awareness of tuning exists, but there <u>numerous</u> minor flaws.	Student misses notes <u>occasionally</u> , and individual tuning problems <u>consistently</u> occur.	Student obviously misses <u>numerous</u> pitches throughout. Performer displays little no awareness of tuning tendencies, and there are an <u>extreme</u> amount of flaws.
<b>Rhythm and Pulse</b>	The pulse is secure and rhythms are <u>always</u> accurate for the style of music being played. Student performs the music at an <u>appropriate</u> tempo.	The pulse is secure and the rhythms are <u>mostly</u> accurate. There are minor lapses, such as rushing and dragging, that detract from the performance.	There are <u>inconsistencies</u> in rhythmic approach. Student is aware of pulse and tempo, but there are <u>lapses</u> and the performer is <u>slow</u> to recover.	The pulse is <u>mostly</u> erratic and rhythms are seldom accurate, detracting significantly from the overall performance.
<b>Articulation and Style</b>	Manual dexterity and flexibility are <u>near flawless</u> with only <u>minor</u> flaws that recover quickly. Precision and clarity are good at <u>all</u> tempos. Articulation is appropriate and is <u>consistent</u> throughout the performance.	Manual dexterity and flexibility are <u>excellent</u> , but there are mistakes that do not recover quickly. Articulation is appropriate much of the time, but <u>inconsistencies</u> detract from the overall performance.	Articulation is used inappropriately <u>at times</u> . Attacks and releases are inconsistent throughout much of the performance. <u>Noticeable</u> inconsistencies occur.	Articulation is inappropriate <u>most</u> of the time, and there is an inadequate approach to <u>total</u> articulation performed in the music. There is little to no attempt to address musical style.
<b>Dynamic Contrast</b>	Dynamic contrast is <u>obvious and effective</u> . Student performs with proper support with little or no distortion.	Dynamic contrasts are <u>not always obvious</u> and/or are performed with a lack of control.	Student is <u>inconsistent</u> in achieving dynamic variation and use of musical nuance markings.	There is <u>little or no</u> evidence of attempts and use of dynamic contrast.
<b>Musical Phrasing</b>	Phrasing is <u>consistent and sensitive</u> to the style of music being played, shaping phrases and giving direction to musical lines.	Student is sensitive to musical line and phrasing, but there are <u>minor flaws</u> that detract from the performance.	Student <u>often</u> rushes phrase endings and fails to shape musical phrases. Performance is somewhat mechanical, lacking emotion and energy.	Little to no attention is given to proper shaping of musical lines and phrasing.
<b>Practice Habits</b>	Student's performance indicates <u>consistent and sustained</u> practice <u>outside of class</u> , and <u>great attention</u> to areas of difficulty.	Student's performance indicates <u>consistent</u> practice <u>outside of class</u> with <u>some attention</u> to areas of difficulty.	Student's performance indicates <u>some</u> practice <u>outside of class</u> , but with <u>little attention</u> to areas of difficulty.	Student's performance indicates there is <u>very little</u> practice <u>outside of class</u> , with <u>no attention</u> to areas of difficulty.