

## ASBOA Marching Band Scoring Rubric

	<b>Superior</b>	<b>Excellent</b>	<b>Average</b>	<b>Fair</b>	<b>Poor</b>
<b>Music Performance</b>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate highly developed characteristic tone qualities for their instrument and musical style of performance with minimal lapses.</li> <li>•Student performers demonstrate an elevated awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section with a few minor flaws.</li> <li>•Student performers demonstrate a highly developed concept of balanced musical lines and blend of sounds within their section to produce a desirable and appropriate sonority of music performed.</li> <li>•For this classification, the suitability of the music is superior.</li> <li>•For this classification, clear, meaningful and expressive shaping of musical passages is often achieved within and between sections of the ensemble with some minor breaks in phrases.</li> <li>•Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•Control of all aspects of rhythm, tempo, and musical style is exceptional.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate above average characteristic tone qualities for their instrument and musical style of performance, but there are some minor lapses.</li> <li>•Student performers demonstrate an awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, however, there are some flaws.</li> <li>•For the most part student performers demonstrate an excellent concept of balanced musical lines and blend of sounds within their section to produce an appropriate sonority of music performed, but there are some minor lapses.</li> <li>•For this classification, the suitability of the music is excellent.</li> <li>•For this classification, clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but there are some inconsistencies.</li> <li>•At times, an excellent use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•The ensemble exhibits above average control of all aspects of rhythm, tempo, and musical style with minor lapses.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate average characteristic tone qualities for their instrument and musical style of performance, however, they lose control at times.</li> <li>•Student performers demonstrate an adequate awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, but there are several flaws.</li> <li>•The ensemble demonstrates intermediate concepts of balanced musical lines and blend of sounds to produce an acceptable sonority of the music performed.</li> <li>•For this classification, the suitability of the music is adequate.</li> <li>•Clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but is not consistent.</li> <li>•At times, an average use of dynamics provides musically effective and appropriate contrast for music performed.</li> <li>•The ensemble exhibits adequate control of all aspects of rhythm, tempo, and pulse with some lapses.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate inadequate characteristic tone qualities for their instrument and musical style of performance, and they lose control often.</li> <li>•Student performers demonstrate little awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>•The ensemble demonstrates below average concepts of balance and blend of sounds, and does not produce a desirable or appropriate sonority of the music performed.</li> <li>•For this classification, the suitability of the music is inadequate.</li> <li>•Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>•A below average use of dynamics proves musically ineffective and results in little contrast for music performed.</li> <li>•The ensemble exhibits little control of all aspects of rhythm, tempo, and pulse.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate undesirable characteristic tone qualities for their instrument, musical style of performance, and lose control most of the time.</li> <li>•Student performers demonstrate little or no awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section.</li> <li>•The ensemble demonstrates improper concepts of balance and blend of sounds, and produces an undesirable and inappropriate sonority of the music performed.</li> <li>•For this classification, the suitability of the music is unsatisfactory.</li> <li>•Little or no evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.</li> <li>•An inadequate use of dynamics proves musically ineffective and results in little or no contrast for music performed.</li> <li>•The ensemble exhibits little or no control of all aspects of rhythm, tempo and pulse.</li> </ul>
<b>Marching Performance</b>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate a high degree of uniformity of posture and body carriage, and maintain appropriate carriage of all equipment.</li> <li>•Students effectively demonstrate proper foot placement for length of step and style of stride being utilized.</li> <li>•Students demonstrate a high level of consistency in marching in step with quick recovery from errors.</li> <li>•The ensemble demonstrates a high level of achievement in linear forms (ranks, files, diagonals, etc.) and visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.) with minor lapses.</li> <li>•Students demonstrate a high level of achievement of timing, spacing and halts required to define all forms present in the design of the drill.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate above average uniformity of posture and body carriage, and maintain carriage of equipment with some minor lapses.</li> <li>•Students demonstrate above average foot placement for length of step and style of stride being utilized, but there are inconsistencies.</li> <li>•There is inconsistency in marching in step, and recovery from errors is not always immediate.</li> <li>•The ensemble demonstrates above average alignment in linear forms (ranks, files, diagonals, etc.) and visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.), however, there are some flaws.</li> <li>•Students demonstrate excellent application of timing, spacing and halts required to define all forms present in the design of the drill with some flaws.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate average uniformity of posture and body carriage, and maintain carriage of equipment, with some lapses.</li> <li>•Students demonstrate adequate foot placement for length of step and style of stride being utilized, but there are inconsistencies.</li> <li>•There is inconsistency in marching in step, and recovery from errors is slow.</li> <li>•The ensemble demonstrates adequate alignment in linear forms (ranks, files, diagonals, etc.) with several flaws, and curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are inconsistent and lack visual precision.</li> <li>•Students demonstrate an average application of timing, spacing and halts required to define all forms present in the design of the drill, but there are errors.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate inadequate posture and body carriage, and fail to maintain consistent carriage of equipment.</li> <li>•Students demonstrate inadequate foot placement for length of step and style of stride being utilized, and there are many inconsistencies.</li> <li>•There is inconsistency in marching in step and recovery from errors is sluggish.</li> <li>•The ensemble demonstrates below average alignment in linear forms (ranks, files, diagonals, etc.) with many flaws, and curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are inconsistent and lack definition.</li> <li>•Students demonstrate below average application of timing, spacing and halts required to define all forms present in the design of the drill.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, student performers demonstrate poor posture and body carriage, and fail to maintain carriage of equipment.</li> <li>•Students demonstrate inappropriate foot placement for length of step and style of stride being utilized, and there are major inconsistencies.</li> <li>•There is inconsistency in marching in step and there is little or no recovery from error.</li> <li>•For this classification, the ensemble demonstrates poor alignment in linear forms (ranks, files, diagonals, etc.) with major flaws, and curvilinear forms (arcs, circles, other nonlinear shapes, etc.) are inconsistent, lack definition, and are generally unreadable.</li> <li>•Students demonstrate poor application of timing, spacing and halts required to define all forms present in the design of the drill.</li> </ul>
<b>Overall Effect /Integration of Marching Components</b>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are at a high level for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in a convincing manner to maximize flow and continuity of presentation.</li> <li>•The ensemble visually enhances the musical presentation through staging and choreography of the written program in a superior manner.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are above average for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in an appropriate manner, but flow and continuity of presentation are affected.</li> <li>•The ensemble visually enhances the musical presentation through staging and choreography of the written program in an above average manner with some inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are adequate for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in an adequate manner, but flow and continuity of presentation are affected.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is adequate, but there are inconsistencies.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are inadequate for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in below average manner.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is inadequate and is very inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>•For this classification, the marching style and competencies demonstrated by both the ensemble and its individual performers are unsatisfactory for the drill design of the presentation.</li> <li>•The ensemble combines the visual program with the musical elements in a poor manner with little or no continuity.</li> <li>•The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is poor with no consistency.</li> </ul>