

## **Arkansas School Band and Orchestra Association**

Adjudicator's Comment Sheet – Solo-Ensemble – Percussion

Room -

Name -

Day -

Event -

Time -

Adjudicator -

| School -   | Check ONE:                           | SR _JR _M       | SELEM      |              |          |  |  |  |  |
|--|--------------------------------------|-----------------|------------|--------------|----------|--|--|--|--|
| Selection -  | For SOLO: Grade; Years of Experience |                 |            |              |          |  |  |  |  |
| The marks placed by the adjudicator in the areas of concern should accurately reflect the ensemble's overall rating. |                                      |                 |            |              |          |  |  |  |  |
| Evaluate EACH of the following 5 categories.<br>Check each category only ONCE.                                       | 1- Superior                          | 2 - Excellent   | 3 – Good   | 4 – Fair     | 5 – Poor |  |  |  |  |
| DEMONSTRATES PROPER  | CONSISTENTLY                         | FREQUENTLY      | SOMETIMES  | INFREQUENTLY | SELDOM   |  |  |  |  |
| 1 – Accuracy (Rhythm, Melody, Accents, Key, Accidentals)   |                                      |                 |            |              |          |  |  |  |  |
| 2 - Balance/Set-up (Hands, Performers, Equipment Choice, Tuning)   |                                      |                 |            |              |          |  |  |  |  |
| 3 – Tempo (Stability, Metronome Markings)  |                                      |                 |            |              |          |  |  |  |  |
| 4 - Technique (Facility, Posture, Rudiments)   |                                      |                 |            |              |          |  |  |  |  |
| 5 - Expression (Style, Interpretation, Dynamics)   |                                      |                 |            |              |          |  |  |  |  |
| COMMENTS   |                                      |                 |            |              |          |  |  |  |  |
| Accuracy   | Te                                   | echnique        |            |              |          |  |  |  |  |
| Balance/Set-up   | E                                    | kpression       |            |              |          |  |  |  |  |
| Tempo  |                                      |                 |            |              |          |  |  |  |  |
| Additional Comments: (Stage Presence, Discipline, Strong Points, Weak Points)  |                                      |                 |            |              |          |  |  |  |  |
| Recommended for Division (Write Out & Circle) 1 2 3  | 4 5                                  | Signature of Ac | ljudicator |              | _        |  |  |  |  |

## **ASBOA Solo-Ensemble Percussion Scoring Rubric**

|   | Superior   | Excellent  | Good  | Fair  | Poor   |
|---|--|--|---|---|--|
| Accuracy<br>-Rhythms<br>-Melody<br>-Accents                                 | Consistently precise notes, rhythms. Melody/accents are clearly heard throughout.  | Infrequent errors in notes, rhythms. A few minor problems in technical passages.   | A lack of precision in notes and rhythms. Melody is not clearly heard. Several missed accents/rhythms.  | Numerous inaccurate notes, rhythms. Technical passages are out of tempo. Little attention is given to accents/melody.   | An unawareness of correct notes, rhythms, accents, or melodic line.  |
| Balance/Set-up -Between hands -Between performers -Equipment choice -Tuning | Balance between hands/performers is excellent. Appropriate choice of sticks/mallets. Equipment is set-up and tuned properly. | Balance is correct most of the time. Appropriate choice of sticks/mallets. Tuning has minor flaws. Minor set-up changes could correct slight balance problems. | Balance is inconsistent. Tuning problems are evident. Some stick/mallet choices compromise musical effect. Set-up may contribute to balance problems. | Little attention is given to balance. Basic tuning and selection of sticks/mallets needs review. Little attention is given to placement of instruments and/or performers. | Incorrect use of sticks/mallets. Lacks understanding of tuning procedures. No awareness of how set-up affects balance between hands and/or performers. |
| Tempo -Stability -Metronome Markings  | Stable, consistent, controlled pulse throughout. Tempo and metronome markings are accurate.                                  | Controlled and correct pulse most of the time. Tempo and metronome markings are not completely accurate.   | Inconsistent pulse. Tempo and metronome markings are attempted but not executed clearly.  | Incorrect pulse most of the time. Tempo and metronome markings are not maintained.  | A lack of understanding of how to perform with a steady pulse. Tempo and metronome markings are not understood.  |
| Technique -Facility -Posture -Hand Position -Rolls/Rudiments                | Excellent technical mastery. Appropriate hand position and posture. All rolls/rudiments are correctly executed.              | Minor technical<br>facility errors in<br>difficult passages.<br>Minor hand position<br>and/or posture<br>errors.<br>Most rolls/rudiments<br>are correct.       | Inconsistent technical facility. Incorrect hand position and/or posture occasionally limit technique. Some rolls/rudiments are uneven or incorrect.   | Technical facility is still developing. Corrections are needed in hand position and/or posture. Most rolls/rudiments are incorrect.                                       | A lack of understanding of technical facility, hand position, and posture. Rolls and rudiments are incorrect.  |
| Expression -Style Elements -Interpretation -Phrasing -Dynamics              | Excellent expression, style, interpretation, phrasing, and dynamics.   | Accurate expression most of the time with occasional lapses in dynamics, phrasing, interpretation, and style.  | Occasionally rigid and mechanical expression. Style, dynamics, phrasing, and interpretation are often absent.   | Mechanical expression most of the time. Attention to style, phrasing, dynamics and interpretation is missing.   | A lack of understanding of correct style, dynamics, interpretation, and phrasing.  |