

Arkansas School Band and Orchestra Association  
Adjudicator’s Comment Sheet – Region Marching



School -				Class -		Date -	
Director(s) –					Performance Time -		
The number of students per grade used in this organization:							
	7 -	8 -	9 -	10 -	11 -	12 -	
Grade majority of students were beginners -							

Signature of Adjudicator \_\_\_\_\_

The items circled or underlined by the adjudicator in the areas of concern on the rubric should accurately reflect the ensemble’s overall rating.

ASBOA Marching Scoring Rubric					
	1 - Superior	2 - Excellent	3 - Good	4 - Fair	5 - Poor
Music Performance (50%)					
Tone	For this classification, student performers demonstrate highly developed characteristic tone qualities for their instrument and musical style of performance with minimal lapses.	For this classification, student performers demonstrate above average characteristic tone qualities for their instrument and musical style of performance, but there some minor lapses.	For this classification, student performers demonstrate average characteristic tone qualities for their instrument and musical style of performance, however, they lose control at times.	For this classification, student performers demonstrate inadequate characteristic tone qualities for their instrument and musical style of performance, and they lose control often.	For this classification, student performers demonstrate undesirable characteristic tone qualities for their instrument, musical style of performance, and lose control most of the time.
Intonation	Student performers demonstrate an elevated awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section with a few minor flaws.	Student performers demonstrate an awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, however, there are some flaws.	Student performers demonstrate an adequate awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section, but there are several flaws.	Student performers demonstrate little awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section.	Student performers demonstrate little or no awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section.
Balance	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.	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.	The ensemble demonstrates intermediate concepts of balanced musical lines and blend of sounds to produce an acceptable sonority of the music performed.	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.	The ensemble demonstrates improper concepts of balance and blend of sounds, and produces an undesirable and inappropriate sonority of the music performed
Dynamic Contrast	Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for music performed.	At times, an excellent use of dynamics provides musically effective and appropriate contrast for music performed.	At times, an average use of dynamics provides musically effective and appropriate contrast for music performed	A below average use of dynamics proves musically ineffective and results in little contrast for music performed.	An inadequate use of dynamics proves musically ineffective and results in little or no contrast for music performed.
Phrasing	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	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.	Clear, meaningful and expressive shaping of musical passages is somewhat evident within and between sections of the ensemble, but is not consistent.	Little evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.	Little or no evidence of clear, meaningful and expressive shaping of musical passages exists within and between sections of the ensemble.
Rhythm/Tempo	Control of all aspects of rhythm and tempo is exceptional.	The ensemble exhibits above average control of all aspects of rhythm and tempo with minor lapses.	The ensemble exhibits adequate control of all aspects of rhythm and tempo with some lapses.	The ensemble exhibits little control of all aspects of rhythm and tempo, and pulse.	The ensemble exhibits no control of all aspects of rhythm and tempo.
Interpretation/Style	Control of all aspects of interpretation and musical style is exceptional.	The ensemble exhibits above average control of all aspects of interpretation and musical style with minor lapses.	The ensemble exhibits adequate control of interpretation and musical style with some lapses.	The ensemble exhibits little control of interpretation and musical style.	The ensemble exhibits no control of interpretation and musical style.
Marching Performance (30%)					
Step (Style & Uniformity)	Students effectively demonstrate proper foot placement for length of step and style of stride being utilized. Students demonstrate a high level of consistency in marching in step with quick recovery from errors.	Students demonstrate above average foot placement for length of step and style of stride being utilized, but there are inconsistencies. There is inconsistency in marching in step, and recovery from errors is not always immediate.	Students demonstrate adequate foot placement for length of step and style of stride being utilized, but there are inconsistencies. There is inconsistency in marching in step, and recovery from errors is slow.	Students demonstrate inadequate foot placement for length of step and style of stride being utilized, and there are many inconsistencies. There is inconsistency in marching in step and recovery from errors is sluggish.	Students demonstrate inappropriate foot placement for length of step and style of stride being utilized, and there are major inconsistencies. There is inconsistency in marching in step and there is little or no recovery from error.
Precision	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.	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.	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.	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.	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.
Equipment & Body Carriage	For this classification, student performers demonstrate a high degree of uniformity of posture and body carriage, and maintain appropriate carriage of all equipment.	For this classification, student performers demonstrate above average uniformity of posture and body carriage, and maintain carriage of equipment with some minor lapses.	For this classification, student performers demonstrate average uniformity of posture and body carriage, and maintain carriage of equipment, with some lapses.	For this classification, student performers demonstrate inadequate posture and body carriage, and fail to maintain consistent carriage of equipment.	For this classification, student performers demonstrate poor posture and body carriage, and fail to maintain carriage of equipment.
Definition of Sets or Forms	Students demonstrate a high level of achievement of timing, spacing and halts required to define all forms present in the design of the drill.	Students demonstrate excellent application of timing, spacing and halts required to define all forms present in the design of the drill with some flaws.	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.	Students demonstrate below average application of timing, spacing and halts required to define all forms present in the design of the drill.	Students demonstrate poor application of timing, spacing and halts required to define all forms present in the design of the drill.
Overall Effect/ Integration of Marching Components (20%)					
Coordination of Visual Program with Music	The ensemble combines the visual program with the musical elements in a convincing manner to maximize flow and continuity of presentation.	The ensemble combines the visual program with the musical elements in an appropriate manner, but flow and continuity of presentation are affected.	The ensemble combines the visual program with the musical elements in an adequate manner, but flow and continuity of presentation are affected.	The ensemble combines the visual program with the musical elements in below average manner.	The ensemble combines the visual program with the musical elements in a poor manner with little or no continuity.
Aural Appeal	The ensemble visually enhances the musical presentation through staging and choreography of the written program in a superior manner.	The ensemble visually enhances the musical presentation through staging and choreography of the written program in an above average manner with some inconsistencies.	The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is adequate, but there are inconsistencies.	The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is inadequate and is very inconsistent.	The visual enhancement of the musical presentation by the ensemble through staging and choreography of the written program is poor with no consistency.

Additional Comments  
(Including Stage Presence, Discipline, Posture, Strong Points, Weak Points)

Recommended for Division	1	2	3	4	5	Signature of Adjudicator
Circle & Write Out (I, II, III, IV or V)						