

U.S. National El Sistema Evaluation Project
A joint project of Longy School of Music of Bard College and WolfBrown
MUSIC PERFORMANCE MEASURE RUBRIC

	Pitch	Intonation	Rhythm	Tone Quality	Technique	Musicianship
Pre-Basic (1)	There are regular errors in pitch accuracy. (Guideline: There are more than 3 errors in one excerpt)	While pitches are largely correct, the student plays mostly out of tune.	The student is able to maintain a steady pulse only for short periods of time. A limited number of notes are assigned their correct rhythmic duration. (Guideline: There are more than 3 errors of rhythmic accuracy per excerpt.)	The quality of the student's sound is occasionally satisfactory, but lacks support and resonance. (Guideline: There are many scratchy, over-blown, or under-blown pitches.)	The student does not yet demonstrate acceptable playing posture. Basic understanding of bowings and/or air control is lacking.	The student does not yet demonstrate awareness of articulation (e.g., slurring, staccato), dynamics, or phrasing.
Basic (2)	The pitches are mostly correct. (Guideline: There may be up to 3 errors per excerpt.)	While the pitches may be correct, the tonal center is wide and inconsistent.	The pulse may be unsteady from time to time. The student plays note durations mostly correctly. (Guideline: There may be up to 3 distinct errors in rhythmic accuracy per excerpt.)	The tone quality of the playing is generally satisfactory, though it often lacks support or resonance and is sometimes harsh or scratchy.	The student demonstrates acceptable posture and playing position, but is not able to sustain it throughout the excerpts. The student is still learning bow technique or breath control and can't yet sustain throughout	When indicated in the score, the student attempts to perform some dynamics OR articulation (e.g., slurring, staccato).

<p>Proficient (3)</p>	<p>The pitches are correct, (Guideline: There may be 1 to 2 errors per excerpt.)</p>	<p>The intonation is good with only a few minor discrepancies. While the pitch may be correct, the tonal center may be less than precise.</p>	<p>The student's rhythmic accuracy is good, The pulse is generally steady throughout the piece and the note durations are generally accurate – with only minor errors of execution. (Guideline: There are no more than 2 distinct errors in rhythmic accuracy.)</p>	<p>The tone quality of the instrument is generally good throughout the piece, though at times it lacks support and resonance. There are no evident harsh or scratchy sounds or severe difficulties in tone production.</p>	<p>The student sits or stands properly, with the head up and the shoulders erect. Bow control or breath control is good. Bowings and breath control are generally accurate. (Guideline: There are no more than 2 bowing errors.)</p>	<p>The student begins at the specified dynamic level and distinguishes dynamic changes. The student demonstrates an awareness of phrasing and begins to perform articulation (e.g., slurring, staccato).</p>
<p>Advanced (4)</p>	<p>The pitches are all correct</p>	<p>The intonation is excellent throughout, with a precise tonal center.</p>	<p>The student's rhythm is excellent. Note durations are all correct and the pulse is steady throughout.</p>	<p>The tone quality of the instrument is excellent throughout. The tone is well supported, resonant, and not forced.</p>	<p>The student sits or stands properly, with the head up and the shoulders erect. The student's posture and playing position are excellent. Bow control or breath control is excellent. Bowings are all accurate.</p>	<p>The student begins at the specified dynamic level, and any change in dynamics is well defined. The student plays with an understanding of phrasing and displays a sense of musical character and mastery of articulation.</p>