

VBODA Sight-Reading Assessment Rubric – Concert Band

Achievement Level	Grade	<p>Use the “Achievement Level” for each “Indicator” section to assist in determining a grade for each “Category”. Ensembles may earn a grade in a given “Category” without all indicators having the same “Achievement Level”.</p> <p>You may use + and – marks within each category.</p> <p>“Key Words” may be used to provide additional information, and should reflect achievement within the category.</p> <p>Your final overall rating should reflect the grades assigned to each category. No + or – signs may be used for the final rating.</p>
Performers consistently	= A	
Performers frequently	= B	
Performers occasionally	= C	
Performers rarely	= D	
Performers almost never	= F	

Category	Indicator	Key Words (+/-)
Tone Quality	<ul style="list-style-type: none"> produce a dark, characteristic tone quality produce a focused, controlled sound in all ranges and registers demonstrate proper use of vibrato produce a quality sound on percussion instruments through proper technique and choice of equipment 	Breath Support Upper range Lower range Embouchure
Intonation	<ul style="list-style-type: none"> produce uniform tonal focus throughout the ensemble demonstrate careful attention to tuning and pitch processes understand chordal and harmonic structures adjust any perceived pitch issues demonstrate percussion tuning to match the ensemble 	Listening for pitch Adjusting pitch issues Unisons Melodic pitch
Technique	<ul style="list-style-type: none"> meet technical demands with precision demonstrate an understanding of styles of articulation/bowing demonstrate dexterity in performing technical passages start and stop together, within sections and across the ensemble 	Finger precision Articulations Keys, note values Accent, marcato Accuracy
Rhythm	<ul style="list-style-type: none"> demonstrate control of rhythm maintain tempo produce steady pulse and meter demonstrate control in all meters present 	Dotted rhythms Agogic pulse Vertical alignment Subdivision
Balance	<ul style="list-style-type: none"> produce correct balance in all sections of the music demonstrate balance between inner and outer voices demonstrate the melodic line as the prevalent voice understand the supportive relationship between the percussion and wind sections in the ensemble 	Environment Placement
Musicianship/ Interpretation	<ul style="list-style-type: none"> demonstrate attention to detail demonstrate the music's expressive features shape phrases using dynamics, articulation/bowing, and direction produce effective moods and emotions demonstrate an understanding of musical style 	Sensitivity Training
Utilization of Preparatory Time	<ul style="list-style-type: none"> demonstrate, through their sight-reading performance, comprehension of director's instruction, and appropriate use preparatory time participate in silent music study and/or drills, as needed demonstrate appropriate discipline and attention to detail 	Confidence Recognition Recovery from error Keys, meters, tempi Repeats, D.S., D.C.