

	<b>SUPERIOR</b> <b>15 - 14 - 13</b>	<b>EXCELLENT</b> <b>12 - 11 - 10</b>	<b>GOOD</b> <b>9 - 8 - 7</b>	<b>FAIR</b> <b>6 - 5 - 4</b>	<b>NEEDS IMPROVEMENT</b> <b>3 - 2 - 1</b>
<b>Tone</b>	tone quality is full, rich, idiomatic, and characteristic of the tone quality of the instrument in all registers	tone quality is characteristic in most registers, but distorts in a few passages (occasional lapses)	tone quality exhibits minor flaws in basic production (i.e. slightly thin, unfocused or forced sound)	tone quality has several flaws in basic production (i.e. consistently thin, unfocused or forced sound)	tone quality is of a quality that hinders the performance
<b>Rhythm/Time</b>	rhythms are accurate and precise throughout the performance; time and tempo are steady and correct	rhythms are nearly accurate; a few inconsistencies in rhythmic precision; time is steady and tempo is close to what is marked	most rhythm patterns are accurate, but slight errors in precision or subdivision; time is mostly steady; tempo is slightly outside of marked tempo	many rhythms performed incorrectly or with poor subdivision; time is inconsistent and tempos well outside of what is marked	rhythms are consistently performed incorrectly; performance lacks steady time and accurate subdivision; tempos are far from what is marked
<b>Intonation</b>	intonation is accurate in all ranges and registers	intonation is mostly accurate; the performer adjusts the few problem pitches to an acceptable standard	intonation is somewhat accurate but includes out-of-tune notes; the performer adjusts these pitches with fair success	a basic sense of intonation is evident, yet major errors occur; the student makes little attempt to adjust problem pitches	intonation is consistently inaccurate and hinders the quality of performance
<b>Stylistic Interpretation</b>	demonstrates clear understanding of style; executes with stylistic nuance, articulation, phrasing, dynamics, etc.	demonstrates understanding of style; slight inconsistencies with regard to nuance, articulation, phrasing, dynamics, etc. occasionally occur	demonstrates some understanding of style; some inconsistencies with regard to nuance, articulation, phrasing, dynamics, etc. occur	demonstrates a little understanding of style; numerous inconsistencies with regard to nuance, articulation, phrasing, dynamics, etc. occur	does not demonstrate an understanding of style; little to no stylistic nuance, articulation, phrasing, dynamics, etc. is evident
<b>Technique</b>	demonstrates complete mastery of the technical demands of the music, including: precision, facility, and clarity of pitches and articulations	demonstrates near mastery of the technical demands of the music; isolated minor inconsistencies in precision, facility, and clarity may be present	demonstrates reasonable technical facility; a few passages include incorrect or unclear pitches and/or articulations; precision and/or facility are somewhat inconsistent	demonstrates basic knowledge of the technical demands of the music; consistent errors are made in pitch, articulation, facility, and precision	lack of accuracy of pitch, articulation, facility, and precision seriously hinders; the student's technique is not developed enough to attempt the solo passage