

Grading Scale: 18-20 A
 16-17 B
 14-15 C
 12-13 D

Band Flipgrid Playing Test Rubric

Test: _____

Name: _____

Score: _____

	4	3	2	1	0
<p><u>Rhythmic Accuracy</u> Students will be able to perform grade level rhythms and time signatures using the traditional counting system.</p>	<p><u>Outstanding:</u> Correct rhythms and steady tempo were played at all times.</p>	<p><u>Good:</u> 1 or 2 incorrect rhythms, tempo is steady the majority of the performance.</p>	<p><u>Average:</u> 3 or 4 incorrect rhythms, tempo is unsteady at least half of the time.</p>	<p><u>In Progress:</u> 5 or more incorrect rhythms, tempo is unsteady the majority of the time.</p>	<p><u>Unacceptable:</u> Unsteady pulse & no understanding of correct rhythm. Unrecognizable attempt made.</p>
<p><u>Note Accuracy</u> Students will be able to identify and execute grade level notes and fingerings within different key signatures.</p>	<p><u>Outstanding:</u> Correct notes & fingerings/stickings played at all times.</p>	<p><u>Good:</u> 1 or 2 incorrect notes.</p>	<p><u>Average:</u> 3 or 4 incorrect notes.</p>	<p><u>In Progress:</u> 5 or more incorrect notes.</p>	<p><u>Unacceptable:</u> Unrecognizable attempt made.</p>
<p><u>Articulation & Dynamics</u> Students will be able to identify and apply Italian articulation & dynamics to their playing.</p>	<p><u>Outstanding:</u> Good demonstration of accurate articulation & dynamics throughout.</p>	<p><u>Good:</u> Good overall use of articulation & dynamics with some inconsistency.</p>	<p><u>Average:</u> Average use of articulation & dynamics. Not enough attention to detail.</p>	<p><u>In Progress:</u> Articulation & dynamic levels are very inconsistent. 5 or more mistakes.</p>	<p><u>Unacceptable:</u> Unacceptable attempt made toward accurate articulation & dynamic levels.</p>
<p><u>Signs/Symbols/Vocab</u> Students will be able to identify and execute musical signs, symbols, phrasing & Italian vocabulary in their playing.</p>	<p><u>Outstanding:</u> All musical signs, symbols, phrasing and vocab were played well and accurately. Made music more than notes and rhythm.</p>	<p><u>Good:</u> Most musical signs, symbols, phrasing and vocab were played well and accurately. May have missed 1 or 2 but did not distract from overall style.</p>	<p><u>Average:</u> Failed to play several musical signs, symbols or vocab markings accurately. Not breathing at appropriate places in the music.</p>	<p><u>In Progress:</u> Little or no attention was given to execute musical signs, symbols, phrasing & vocab. Style of piece was barely recognizable</p>	<p><u>Unacceptable:</u> Unacceptable attempt made to execute musical signs, symbols, phrasing and vocabulary. Style of piece was not recognizable.</p>
<p><u>Tone Quality</u> Students will be able to create/analyze appropriate grade level tone quality & pitch on their instrument using the MacBeth sound pyramid for proper balance.</p>	<p><u>Outstanding:</u> Clear, focused and full tone at all times. Perc: Good hand position, even sound from both hands. Musical quality sounds like what the composer intended.</p>	<p><u>Good:</u> mostly clear, focused, and full tone; some weaknesses in range extremes. Musical quality mostly sounded like what the composer intended.</p>	<p><u>Average:</u> Average quality, lacking fullness, clarity or focus; inconsistent tone through range extremes. Average sounding performance.</p>	<p><u>In Progress:</u> Quality in progress but with pinched, unsupported or airy sound throughout most ranges. Many characteristics were missing.</p>	<p><u>Unacceptable:</u> No attempt made, or no consistent sound of any kind produced at all. Almost all musicality was indistinguishable.</p>