



String

SOLO EVALUATION

(Circle ONE number ONLY per category)

TONE The student's tone:

- 20 19 is full, rich and characteristic of the tone quality of the instrument in all ranges and registers.
- 18 17 16 is of a characteristic tone quality in most ranges, but occasionally distorts in some passages.
- 15 14 13 exhibits minor flaws in production (i.e., a slightly thin or unfocused sound, breath not always used efficiently.)
- 12 11 10 has several flaws in basic production. (i.e., consistently thin/unfocused sound, forced, breath inefficiently used.)
- 9 8 7 has major flaws in basic production (ie. unfocused, uncentered.)
- 6 4 2 is a tone quality which hinders the quality of performance.

INTONATION The student's intonation:

- 10 is accurate in all ranges and registers.
- 9 - 8 is mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation.
- 7 - 6 is somewhat accurate, but includes out of tune notes. student adjusts these problem pitches with some success.
- 5 - 4 exhibits basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches.
- 3 - 2 is not accurate and hinders the quality of performance.

MELODIC ACCURACY The student performs:

- 10 all the pitches/notes accurately.
- 9 - 8 most pitches/notes accurately.
- 7 - 6 some inaccurate pitches/notes; has some difficulty with melodic precision.
- 5 - 4 several inaccurate pitches/notes but displays basic understanding of melodic control.
- 3 - 2 inaccurate pitches/notes throughout the performance, (i.e., missing key signatures, accidentals).

RHYTHMIC ACCURACY The student performs:

- 10 accurate rhythms throughout.
- 9 - 8 nearly accurate rhythms, but lacks precise interpretation of some rhythmic patterns.
- 7 - 6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 5 - 4 many rhythmic patterns incorrectly or inconsistently.
- 3 - 2 the majority of rhythmic patterns incorrectly.

TEMPO The student's tempo:

- 10 is accurate and consistent with the printed tempo marking(s).
- 9 - 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 7 - 6 is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 5 - 4 is inconsistent, (rushing, dragging, inaccurate tempo changes).
- 3 - 2 is not accurate or consistent.

Sight Reading The student performs:

(circle one number in each column)

10 (All Notes accurate)	10 (All Rhythms & Tempo accurate)
9 8 (1 or 2 inaccurate notes)	9 8 (Nearly accurate Rhythms &/or Tempo)
7 6 (3 or 4 inaccurate notes)	7 6 (Inconsistent Rhythms &/or Tempo)
5 4 (5 or 6 inaccurate notes)	5 4 (Inaccurate Rhythms &/or Tempo)
3 2 (7 or more inaccurate notes)	3 2 (Majority of Rhythms incorrect &/or Tempo nonexistent)

Adj. Initials _____

Final Score: _____

HAND TECHNIQUE

C=Consistently S=Sometimes R=Rarely
(Circle the one number that applies to each category)

LEFT HAND TECHNIQUE The student:

- C S R C=5-4 pts. S=3-2 pts. R=1 pt.
- 5 4 3 2 1 demonstrates proper shifting technique.
 - 5 4 3 2 1 demonstrates proper use of vibrato.
 - 5 4 3 2 1 demonstrates proper left hand facility.

RIGHT HAND TECHNIQUE The student:

- C S R C=5-4 pts. S=3-2 pts. R=1 pt.
- 5 4 3 2 1 demonstrates appropriate slurs as marked in the authorized edition.
 - 5 4 3 2 1 demonstrates appropriate execution of the legato, staccato, marcato and spiccato articulations.
 - 5 4 3 2 1 demonstrates appropriate use of bow length and speed.

MUSICIANSHIP The student:

C=Consistently S=Sometimes R=Rarely
(Circle the one number that applies to each category)

- C S R C=5-4 pts. S=3-2 pts. R=1 pt
- 5 4 3 2 1 demonstrates control of musical time/pulse appropriate for the style of music. (i.e., use of steady beat and/or use of rubato, ritardando, stringendo).
 - 5 4 3 2 1 demonstrates dynamic contrast notated by composer.
 - 5 4 3 2 1 demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.

SCALE EVALUATION

Fill in the names of the scales selected for assessment in the spaces provided. Circle the number in the column that best describes the student's performance.

(Circle ONE number only per scale requested)

The student performs:

___Maj. ___Maj.

- 4 4 all pitches/notes accurately.
- 3 3 all but 1 - 2 pitches/notes accurately.
- 2 2 all but 3 - 4 pitches/notes accurately.
- 1 1 missing more than 6 pitches.

*A missed note = incorrect fingering or a severe crack of a note which results in the sounding of a wrong pitch.

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|---|---|---|---------------------|
| 3 | 2 | 1 | Scale Bowing |
| 3 | 2 | 1 | Scale Rhythm |
| 3 | 2 | 1 | Scale Tempo ♩ = 100 |