

MMEA-CD Festival  
Adjudication Form  
**Junior Jazz Drums**

EVALUATION OF PREPARED PIECE

(Circle only ONE number per category)

Instrument: **Jazz Drum Set** School Code: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**RHYTHMIC ACCURACY The student performs:**

- 15 all rhythms precisely and accurately.
- 14 - 13 all but a few rhythms precisely and accurately.
- 12 - 11 - 10 almost all rhythms accurately.
- 9 - 8 - 7 many rhythms accurately.
- 6 - 5 - 4 some rhythms accurately.
- 3 - 2 - 1 most rhythms inaccurately.

**INTERPRETATION The student demonstrates:**

- 10 the highest level of musicality including well-shaped phrases and dynamics.
- 9 - 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 7 - 6 a moderate level of musicality/expression within the performance.
- 5 - 4 a minimal amount of musicality/expression within the performance.
- 3 - 2 limited musicality/expression within the performance.
- 1 - 0 musical expression which is inhibited by technique.

**Tempo:**

- 5 Accurate
- 4 Slightly different
- 3 Different
- 2 Markedly different
- 1 Inappropriate

**Pulse:**

- 3 Accurate, steady throughout
- 2 Fluctuated, with corrections
- 1 Fluctuated, without corrections
- N Unsteady throughout

**TECHNIQUE - The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 3 2 1 N an independence of bass drum and cymbal feet
- 3 2 1 N a clear differentiation between types of accents/kicks.
- 3 2 1 N an independence of feet and hands.
- 3 2 1 N an independence of left and right hands.
- 3 2 1 N an appropriate control of sticks through the use of the proper grip and stroke.
- 3 2 1 N control of musical time/pulse, accurately aligning with accompaniment.

**TRADING 4's - The student demonstrates:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) N/A

- 5 4 3 2 1 N demonstrates appropriate trading of 4's in a medium swing feel for 24 bars.

**Sight Reading The student performs:**

Rhythm	Tempo	Accents/Kicks
5 All accurate	3 Accurate	3 Accurate
4 Nearly accurate	2 Different but steady	2 Mostly played
3 A few errors	1 Different & unsteady	1 Occasionally
2 Several errors	N Inconsistent	N Not demonstrated
1 Many errors		

Adj. Initials \_\_\_\_\_

Final Score:

**INTERPRETIVE STYLES**

**MEDIUM SWING**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 3 2 1 N appropriate rhythmic control for style required.
- 3 2 1 N appropriate use of bass drum for style required.
- 3 2 1 N appropriate cymbal technique for style required.
- 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 3 2 1 N a flexible use of elements of expression (dynamics, accents)
- 3 2 1 N demonstrated appropriate tempo as marked

**LATIN/Bossa Nova**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 3 2 1 N appropriate rhythmic control for style required.
- 3 2 1 N appropriate use of bass drum for style required.
- 3 2 1 N appropriate cymbal technique for style required.
- 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 3 2 1 N a flexible use of elements of expression ie.(dynamics, accents)
- 3 2 1 N demonstrated appropriate tempo as marked

**JAZZ FUNK/ROCK**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 3 2 1 N appropriate rhythmic control for style required.
- 3 2 1 N appropriate use of bass drum for style required.
- 3 2 1 N appropriate cymbal technique for style required.
- 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 3 2 1 N a flexible use of elements of expression ie.(dynamics, accents)
- 3 2 1 N demonstrated appropriate tempo as marked

**JAZZ WALTZ**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 3 2 1 N appropriate rhythmic control for style required.
- 3 2 1 N appropriate use of bass drum for style required.
- 3 2 1 N appropriate cymbal technique for style required.
- 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.
- 3 2 1 N a flexible use of elements of expression ie.(dynamics, accents)
- 3 2 1 N demonstrated appropriate tempo as marked

MMEA-CD Festival  
Adjudication Form

**Senior Jazz Drums**

EVALUATION OF PREPARED PIECE

(Circle only ONE number per category)

Instrument: **Jazz Drum Set** School Code: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Final Score:

**RHYTHMIC ACCURACY The student performs:**

15 all rhythms precisely and accurately.  
 14 - 13 all but a few rhythms precisely and accurately.  
 12 - 11 - 10 almost all rhythms accurately.  
 9 - 8 - 7 many rhythms accurately.  
 6 - 5 - 4 some rhythms accurately.  
 3 - 2 - 1 most rhythms inaccurately.

**INTERPRETATION The student demonstrates:**

10 the highest level of musicality including well-shaped phrases and dynamics.  
 9 - 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.  
 7 - 6 a moderate level of musicality/expression within the performance.  
 5 - 4 a minimal amount of musicality/expression within the performance.  
 3 - 2 limited musicality/expression within the performance.  
 1 - 0 musical expression which is inhibited by technique.

**Tempo:**

5 Accurate  
 4 Slightly different  
 3 Different  
 2 Markedly different  
 1 Inappropriate

**Pulse:**

3 Accurate, steady throughout  
 2 Fluctuated, with corrections  
 1 Fluctuated, without corrections  
 N Unsteady throughout

**TECHNIQUE - The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N an independence of bass drum and cymbal feet  
 3 2 1 N a clear differentiation between types of accents/kicks.  
 3 2 1 N an independence of feet and hands.  
 3 2 1 N an independence of left and right hands.  
 3 2 1 N an appropriate control of sticks through the use of the proper grip and stroke.  
 3 2 1 N control of musical time/pulse, accurately aligning with accompaniment.

**TRADING 4's - The student demonstrates:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) N/A

5 4 3 2 1 N demonstrates appropriate trading of 4's in a medium swing feel for 24 bars.

**Sight Reading The student performs:**

Rhythm	Tempo	Accents/Kicks
5 All accurate	3 Accurate	3 Accurate
4 Nearly accurate	2 Different but steady	2 Mostly played
3 A few errors	1 Different & unsteady	1 Occasionally
2 Several errors	N Inconsistent	N Not demonstrated
1 Many errors		

Adj. Initials \_\_\_\_\_

**INTERPRETIVE STYLES**

**MEDIUM SWING - (quarter note = 152)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N appropriate rhythmic control for style required.  
 3 2 1 N appropriate use of bass drum for style required.  
 3 2 1 N appropriate cymbal technique for style required.  
 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.  
 3 2 1 N a flexible use of elements of expression (dynamics, accents)  
 3 2 1 N demonstrated appropriate tempo as marked

**LATIN/Bossa Nova - (quarter note = 138)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N appropriate rhythmic control for style required.  
 3 2 1 N appropriate use of bass drum for style required.  
 3 2 1 N appropriate cymbal technique for style required.  
 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.  
 3 2 1 N a flexible use of elements of expression ie.(dynamics, accents)  
 3 2 1 N demonstrated appropriate tempo as marked

**JAZZ FUNK/ROCK - (straight 8th-quarter note = 100)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N appropriate rhythmic control for style required.  
 3 2 1 N appropriate use of bass drum for style required.  
 3 2 1 N appropriate cymbal technique for style required.  
 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.  
 3 2 1 N a flexible use of elements of expression ie.(dynamics, accents)  
 3 2 1 N demonstrated appropriate tempo as marked

**JAZZ WALTZ - (quarter note = 144)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N appropriate rhythmic control for style required.  
 3 2 1 N appropriate use of bass drum for style required.  
 3 2 1 N appropriate cymbal technique for style required.  
 3 2 1 N appropriate use of fills which contribute to the energy of the performance and outline formal structures.  
 3 2 1 N a flexible use of elements of expression ie.(dynamics, accents)  
 3 2 1 N demonstrated appropriate tempo as marked

**Senior Jazz Drums**

EVALUATION OF PREPARED PIECE

(Circle only ONE number per category)

Instrument: **Jazz Drum Set** School Code: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Final Score:

Adj. Initials \_\_\_\_\_

**INTERPRETIVE STYLES**

**RHYTHMIC ACCURACY The student performs:**

15	all rhythms precisely and accurately.
14 - 13	all but a few rhythms precisely and accurately.
12 - 11 - 10	almost all rhythms accurately.
9 - 8 - 7	many rhythms accurately.
6 - 5 - 4	some rhythms accurately.
3 - 2 - 1	most rhythms inaccurately.

**INTERPRETATION The student demonstrates:**

10	the highest level of musicality including well-shaped phrases and dynamics.
9 - 8	a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
7 - 6	a moderate level of musicality/expression within the performance.
5 - 4	a minimal amount of musicality/expression within the performance.
3 - 2	limited musicality/expression within the performance.
1 - 0	musical expression which is inhibited by technique.

<b>Tempo:</b>		<b>Pulse:</b>	
5 Accurate		3 Accurate, steady throughout	
4 Slightly different		2 Fluctuated, with corrections	
3 Different		1 Fluctuated, without corrections	
2 Markedly different		N Unsteady throughout	
1 Inappropriate			

**MEDIUM SWING - (quarter note = 152)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	appropriate rhythmic control for style required.
3	2	1	N	appropriate use of bass drum for style required.
3	2	1	N	appropriate cymbal technique for style required.
3	2	1	N	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
3	2	1	N	a flexible use of elements of expression (dynamics, accents)
3	2	1	N	demonstrated appropriate tempo as marked

**LATIN/Bossa Nova - (quarter note = 138)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	appropriate rhythmic control for style required.
3	2	1	N	appropriate use of bass drum for style required.
3	2	1	N	appropriate cymbal technique for style required.
3	2	1	N	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
3	2	1	N	a flexible use of elements of expression ie.(dynamics, accents)
3	2	1	N	demonstrated appropriate tempo as marked

**TECHNIQUE - The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	an independence of bass drum and cymbal feet
3	2	1	N	a clear differentiation between types of accents/kicks.
3	2	1	N	an independence of feet and hands.
3	2	1	N	an independence of left and right hands.
3	2	1	N	an appropriate control of sticks through the use of the proper grip and stroke.
3	2	1	N	control of musical time/pulse, accurately aligning with accompaniment.

**JAZZ FUNK/ROCK - (straight 8th-quarter note = 100)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	appropriate rhythmic control for style required.
3	2	1	N	appropriate use of bass drum for style required.
3	2	1	N	appropriate cymbal technique for style required.
3	2	1	N	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
3	2	1	N	a flexible use of elements of expression ie.(dynamics, accents)
3	2	1	N	demonstrated appropriate tempo as marked

**TRADING 4's - The student demonstrates:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) N/A

5	4	3	2	1	N	demonstrates appropriate trading of 4's in a medium swing feel for 24 bars.
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**JAZZ WALTZ - (quarter note = 144)**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	appropriate rhythmic control for style required.
3	2	1	N	appropriate use of bass drum for style required.
3	2	1	N	appropriate cymbal technique for style required.
3	2	1	N	appropriate use of fills which contribute to the energy of the performance and outline formal structures.
3	2	1	N	a flexible use of elements of expression ie.(dynamics, accents)
3	2	1	N	demonstrated appropriate tempo as marked

**Sight Reading The student performs:**

Rhythm	Tempo	Accents/Kicks
10 All accurate	3 Accurate	3 Accurate
9 - 8 Nearly accurate	2 Different but steady	2 Mostly played
7 - 6 A few errors	1 Different & unsteady	1 Occasionally
5 - 4 Several errors	N Inconsistent	N Not demonstrated
3 - 2 Many errors		

Instrument: \_\_\_\_\_ School Code: \_\_\_\_\_

## Junior Festival Jazz Improvisation “Optional”

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Adj. Initials: \_\_\_\_\_

**(Check ONE per Category)****TONALITY** The student performs: (check only for **Melody** instruments)

- all melodic patterns in proper context of all contrasting harmonic changes.
- most melodic patterns in proper context of contrasting harmonic changes.
- many melodic patterns in proper context of contrasting harmonic changes.
- only some melodic patterns in proper context of contrasting harmonic changes.
- mainly with relation to the tonic, outside the context of the harmonic changes.

**RHYTHM** The student performs:

- advanced rhythmic patterns (i.e., pick-ups, syncopation, etc.), which are creative and appropriate to the style and setting of the accompaniment.
- contrasting rhythmic patterns which include divisions and/or subdivisions of large beats and show competence in rhythmic creativity.
- a few interesting rhythmic patterns (divisions and/or subdivisions), but without much contrast.
- with a proper sense of meter throughout, but only creates uncomplicated rhythmic patterns (large beat reference).
- with a fairly consistent tempo (steady beat) throughout, but solo lacks rhythmic creativity.

**INTERPRETATION** The student performs:

- the highest level of musicality including well-shaped phrases and dynamics.
- a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- a moderate level of expression within performance.
- only a limited amount of musicality/expression within performance.
- musical expression inhibited by technique.

**Improvisational COMPING (Keyboard & Guitar Only)****(Check ALL that APPLY)**

- accurate placement of chords appropriate to the function of harmony across time; maintaining steady beat in comping pattern.
- appropriate rhythmic patterns for style required.
- appropriate voicing for style required.
- voicings which display smooth/logical voice leading from chord to chord
- proper use of extensions, substitutions, and alterations.

**CREATIVITY**

The student demonstrates:

**(Check ALL that APPLY)**

- conversational interplay between solo and accompaniment and/or linear solo melodic dialog.
- original solo, melodic ideas offered in a fresh personal style.
- original rhythmic patterns that logically extend beyond rhythms of the accompaniment.
- flexible use of elements of expression (dynamics, accents,...)
- a degree of freedom/curiosity within acknowledged context of tonality and meter.

**CONCEPTUAL UNDERSTANDING****(Check ALL that APPLY)**

The student demonstrates:

- a comprehensive design of large scale solo architecture (a beginning, a middle, and an end.).
- motivic development (use of sequential extensions).
- a sense of musical syntax with correlating melodic and harmonic resolutions.
- linear/melodic invention rather than a reliance on unrelated melodic licks/scale sequences.
- a chosen mood appropriate to musical setting.

MMEA-CD Festival  
Adjudication Form

Instrument: \_\_\_\_\_ School Code: \_\_\_\_\_

Senior Jazz Improvisation

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Mandatory for Senior High Jazz

Adj. Initials: \_\_\_\_\_

**TONALITY** The student Performs: (Scored only for **Melody** instruments)

- 10 all melodic patterns in proper context of all contrasting harmonic changes.
- 9 - 8 most melodic patterns in proper context of contrasting harmonic changes.
- 7 - 6 many melodic patterns in proper context of contrasting harmonic changes.
- 5 - 4 only some melodic patterns in proper context of contrasting harmonic changes.
- 3 - 2 mainly with relation to the tonic, outside the context of the harmonic changes.

**Sub-Total  
Improvisational  
Score::**

(2pts) Consistently (1pt) Sometimes (N) Rarely

**RHYTHM** The student performs:

- 10 advanced rhythmic patterns (i.e., pick-ups, syncopation, etc.), which are creative and appropriate to the style and setting of the accompaniment.
- 9 - 8 contrasting rhythmic patterns which include divisions and/or subdivisions of large beats and show competence in rhythmic creativity.
- 7 - 6 a few interesting rhythmic patterns (divisions and/or subdivisions), but without much contrast.
- 5 - 4 with a proper sense of meter throughout, but only creates uncomplicated rhythmic patterns (large beat reference).
- 3 - 2 with a fairly consistent tempo (steady beat) throughout, but solo lacks rhythmic creativity.

**CREATIVITY**

The student demonstrates:

- 2 1 N conversational interplay between solo and accompaniment and/or linear solo melodic dialog.
- 2 1 N original solo, melodic ideas offered in a fresh personal style.
- 2 1 N original rhythmic patterns that logically extend beyond rhythms of the accompaniment.
- 2 1 N flexible use of elements of expression (dynamics, accents,...)
- 2 1 N a degree of freedom/curiosity within acknowledged context of tonality and meter.

**INTERPRETATION** The student performs:

- 10 the highest level of musicality including well-shaped phrases and dynamics.
- 9 - 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 7 - 6 a moderate level of expression within performance.
- 5 - 4 only a limited amount of musicality/expression within performance.
- 3 - 2 musical expression inhibited by technique.

**CONCEPTUAL  
UNDERSTANDING**

The student performs:

- 2 1 N a comprehensive design of large scale solo architecture (a beginning, middle & end.).
- 2 1 N motivic development (use of sequential extensions).
- 2 1 N a sense of musical syntax with correlating melodic and harmonic resolutions.
- 2 1 N linear/melodic invention rather than a reliance on unrelated melodic licks/scale sequences.
- 2 1 N a chosen mood appropriate to musical setting.

**Improvisational COMPING (Keyboard Only)**

(2pts) Consistently (1pt) Sometimes (N) Rarely

- 2 1 N accurate placement of chords appropriate to the function of harmony across time; maintaining steady beat in comping pattern.
- 2 1 N appropriate rhythmic patterns for style required.
- 2 1 N appropriate voicing for style required.
- 2 1 N voicings which display smooth/logical voice leading from chord to chord.
- 2 1 N proper use of extensions, substitutions, and alterations.

**Junior Jazz**  
**Guitar - Bass - Keyboard-Vibes**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**LEAD SHEET EVALUATION**

(Circle only ONE number per category)

Adj. Initials: \_\_\_\_\_

**Score:**

**INTERPRETATION The student demonstrates:**

10 the highest level of musicality including well-shaped phrases and dynamics.

9 - 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.

7 - 6 a moderate level of musicality/expression within the performance.

5 - 4 a minimal amount of musicality/expression within the performance.

3 - 2 limited musicality/expression within the performance.

1 - 0 musical expression which is inhibited by technique.

**MELODIC ACCURACY The student performs:**

15 all notes accurately.

14 - 13 all but a few notes accurately.

12 - 11 - 10 nearly all notes accurately.

9 - 8 - 7 many notes accurately.

6 - 5 - 4 some notes accurately.

3 - 2 - 1 most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

10 all rhythms accurately.

9 - 8 almost all rhythms accurately.

7 - 6 many rhythms accurately.

5 - 4 some rhythms accurately.

3 - 2 - 1 most rhythms inaccurately.

**Tempo:**

5 Accurate

4 Slightly different

3 Different

2 Markedly different

1 Inappropriate

**Pulse:**

3 Accurate, steady throughout

2 Fluctuated, with corrections

1 Fluctuated, without corrections

N Unsteady throughout

**Sight Reading The student performs:**

Rhythm	Pitches	Tempo
5 All accurate	5 All accurate	3 Accurate
4 Nearly accurate	4 (1 or 2 errors)	2 Different but steady
3 A few errors	3 (3 or 4 errors)	1 Different & unsteady
2 Several errors	2 (5 or 6 errors)	N Inconsistent
1 Many errors	1 (7 + errors)	

Dynamics	Articulations
3 Accurate	3 Accurate
2 Mostly played	2 Mostly played
1 Occasionally	1 Occasionally
N Not demonstrated	N Not demonstrated

**COMPING (Guitar & Piano only) The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N accurate placement of chords (notes) appropriate to the function of harmony across time; maintaining steady beat in comping (bass line) pattern.

3 2 1 N appropriate rhythmic patterns for style required.

3 2 1 N appropriate voicing for style required.

3 2 1 N voicing which display smooth/logical voice leading from chord to chord.

3 2 1 N proper use of extensions, substitutions, and alterations.

**TECHNIQUE - The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3 2 1 N appropriate and accurate use of jazz articulation

3 2 1 N appropriate jazz inflections as marked

3 2 1 N appropriate style of eighth note used.

3 2 1 N appropriate mood as it relates to musical setting

3 2 1 N appropriate length of notes (i.e., legato, staccato,...)

3 2 1 N control of musical time/pulse, accurately aligning with accompaniment.

**SCALE EVALUATION**

Fill in the names of the scales selected for assessment & circle the appropriate number. Scales are to be performed as notated on the Official CDMMEA Scale Sheet. Circle only ONE number per scale requested.

	Maj.	Jazz (on solo sheet)	
<b>Pitch Accuracy</b>	6	6	all pitches/notes accurate.
	5	5	most pitches/notes accurate.
	4 - 3	4 - 3	many pitches/notes accurate.
	2 - 1	2 - 1	few notes accurate.
	N	N	most pitches/notes inaccurate.
<b>Scale Technique</b>	3 2 1 N	Overall Scale Rhythms	
	3 2 1 N	Overall Scale Articulations	
	3 2 1 N	Overall Scale Tempos (1/4 = 100)	

**Senior Jazz**  
**Guitar - Bass - Keyboard-Vibes**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**LEAD SHEET EVALUATION**  
(Circle only ONE number per category)

Adj. Initials: \_\_\_\_\_

Jazz Solo  
Score: \_\_\_\_\_ + Improv.: \_\_\_\_\_

= **Final Score:**

**INTERPRETATION The student demonstrates:**

- 10 the highest level of musicality including well-shaped phrases and dynamics.
- 9 - 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 7 - 6 a moderate level of musicality/expression within the performance.
- 5 - 4 a minimal amount of musicality/expression within the performance.
- 3 - 2 limited musicality/expression within the performance.
- 1 - 0 musical expression which is inhibited by technique.

**MELODIC ACCURACY The student performs:**

- 15 all notes accurately.
- 14 - 13 all but a few notes accurately.
- 12 - 11 - 10 nearly all notes accurately.
- 9 - 8 - 7 many notes accurately.
- 6 - 5 - 4 some notes accurately.
- 3 - 2 - 1 most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

- 10 all rhythms accurately.
- 9 - 8 almost all rhythms accurately.
- 7 - 6 many rhythms accurately.
- 5 - 4 some rhythms accurately.
- 3 - 2 - 1 most rhythms inaccurately.

**Tempo:**

- 5 Accurate
- 4 Slightly different
- 3 Different
- 2 Markedly different
- 1 Inappropriate

**Pulse:**

- 3 Accurate, steady throughout
- 2 Fluctuated, with corrections
- 1 Fluctuated, without corrections
- N Unsteady throughout

**Sight Reading The student performs:**

Rhythm	Pitches	Tempo
5 All accurate	5 All accurate	3 Accurate
4 Nearly accurate	4 (1 or 2 errors)	2 Different but steady
3 A few errors	3 (3 or 4 errors)	1 Different & unsteady
2 Several errors	2 (5 or 6 errors)	N Inconsistent
1 Many errors	1 (7 + errors)	

Dynamics	Articulations
3 Accurate	3 Accurate
2 Mostly played	2 Mostly played
1 Occasionally	1 Occasionally
N Not demonstrated	N Not demonstrated

**COMPING (Guitar & Piano only The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	accurate placement of chords (notes) appropriate to the function of harmony across time; maintaining steady beat in comping (bass line) pattern.
3	2	1	N	appropriate rhythmic patterns for style required.
3	2	1	N	appropriate voicing for style required.
3	2	1	N	voicing which display smooth/logical voice leading from chord to chord.
3	2	1	N	proper use of extensions, substitutions, and alterations.

**TECHNIQUE - The student demonstrates:**

(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

3	2	1	N	appropriate and accurate use of jazz articulation
3	2	1	N	appropriate jazz inflections as marked
3	2	1	N	appropriate style of eighth note used.
3	2	1	N	appropriate mood as it relates to musical setting
3	2	1	N	appropriate length of notes (i.e., legato, staccato,...)
3	2	1	N	control of musical time/pulse, accurately aligning with accompaniment.

**SCALE EVALUATION**

Fill in the names of the scales selected for assessment & circle the appropriate number. Scales are to be performed as notated on the Official CDMMEA Scale Sheet. Circle only ONE number per scale requested.

\_\_\_Maj. \_\_\_Maj. \_\_\_Chromatic

Pitch Accuracy	4	4	4	all pitches/notes accurate.
	3	3	3	most pitches/notes accurate.
	2	2	2	some pitches/notes accurate.
	1	1	1	few pitches/notes accurate.
	N	N	N	most pitches/notes inaccurate.

Scale Technique	3	2	1	N	Overall Scale Rhythms
	3	2	1	N	Overall Scale Articulations
	3	2	1	N	Overall Scale Tempos (1/4 = 100)

# Junior Jazz Sax & Brass

## SOLO EVALUATION

(Circle only ONE number per category)

Adj. Initials: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Score: \_\_\_\_\_

**TONE The student's tone:**

15 demonstrates exemplary and level appropriate tone quality in all ranges and registers.

14 - 13 demonstrates exemplary and level appropriate tone quality in all ranges and registers with infrequent lapses.

12 - 11 is often consistent, with some flaws

10 - 9 is somewhat consistent, with some flaws.

8 - 7 is inconsistent, with several flaws.

6 - 5 - 4 is inconsistent & hindered by difficulties

3 - 2 - 1 is inconsistent due to significant issues, impacting performance quality.

Comments

**INTONATION The student's intonation:**

20 - 19 is accurate in all ranges.

18 - 17 - 16 is mostly accurate. Student adjusts inaccurate pitches quickly.

15 - 14 - 13 is often accurate. Student adjusts most inaccurate pitches.

12 - 11 - 10 is somewhat accurate. Student adjusts some inaccurate pitches.

9 - 8 - 7 is often inaccurate. Student attempts to adjust the pitches.

6 - 5 - 4 is often inaccurate. Student does not attempt to adjust the pitches.

3 - 2 - 1 is mostly inaccurate. Student does not attempt to adjust the pitches.

**MELODIC ACCURACY The student performs:**

15 all notes accurately.

14 - 13 all but a few notes accurately.

12 - 11 - 10 nearly all notes accurately.

9 - 8 - 7 many notes accurately.

6 - 5 - 4 some notes accurately.

3 - 2 - 1 most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

10 all rhythms accurately.

9 - 8 almost all rhythms accurately.

7 - 6 many rhythms accurately.

5 - 4 some rhythms accurately.

3 - 2 - 1 most rhythms inaccurately.

<b>Tempo:</b>	<b>Pulse:</b>
4 Accurate, as marked	3 Accurate, steady throughout
3 Slightly different	2 Fluctuated, with corrections
2 Different	1 Fluctuated, without corrections
1 Markedly different	

**TECHNIQUE The student:**  
(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N performs with efficient air supporting all registers.

5 4 3 2 1 N performs in the extreme upper register of instrument with proper facility and control.

5 4 3 2 1 N performs in the extreme lower register of instrument with proper facility and control.

5 4 3 2 1 N demonstrates control of musical time/pulse, accurately aligning with accompaniment.

**INTERPRETATION The student performs:**  
(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N appropriate and accurate use of jazz articulation.

5 4 3 2 1 N appropriate jazz inflections as marked. (i.e., scoops, doits, etc.)

5 4 3 2 1 N appropriate style of eighth notes used.

5 4 3 2 1 N swing eighth notes - appropriate to particular style & period of solo.

5 4 3 2 1 N high level of musicality, with well shaped phrases and dynamics.

5 4 3 2 1 N syncopated rhythms with appropriate articulations (including breath accents, marcato accents, etc.) lending emphasis to the syncopation.

5 4 3 2 1 N appropriate amount and style of vibrato with regard to the period & style of the solo.

5 4 3 2 1 N with an appropriate articulation pattern which enhances the syncopation and creates ease of melodic flow.

### SCALE EVALUATION

Fill in the names of the scales selected for assessment & circle the appropriate number. Scales are to be performed as notated on the Official CDMMEA Scale Sheet. Circle only ONE number per scale requested.

	___Maj.	___Jazz (on solo sheet)	
<b>Pitch Accuracy</b>	6	6	all pitches/notes accurate.
	5	5	most pitches/notes accurate.
	4 - 3	4 - 3	many pitches/notes accurate.
	2 - 1	2 - 1	few notes accurate.
	N	N	most pitches/notes inaccurate.

<b>Scale Technique</b>	3 2 1 N	Overall Scale Rhythms
	3 2 1 N	Overall Scale Articulations
	3 2 1 N	Overall Scale Tempos (1/4 = 100)

### Sight Reading The student performs:

Rhythm	Pitches	Tempo	Dynamics	Articulations
5 All accurate	5 All accurate	3 Accurate	3 Accurate	3 Accurate
4 Nearly accurate	4 (1 or 2 errors)	2 Different but steady	2 Mostly played	2 Mostly played
3 A few errors	3 (3 or 4 errors)	1 Different & unsteady	1 Occasionally	1 Occasionally
2 Several errors	2 (5 or 6 errors)	0 Inconsistent	0 Not demonstrated	0 Not demonstrated
1 Many errors	1 (7 + errors)			

### Ungraded (for placement only)

Trumpet (2 octave C Scale)  
Trombone (2 octave Bb Scale)

The student demonstrates;

- Lead Qualities
- Solo Qualities
- Not Applicable



Senior Jazz Sax & Brass

SOLO EVALUATION

(Circle only ONE number per category)

Adj. Initials: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Jazz Solo Score: \_\_\_\_\_ + Improv.: \_\_\_\_\_ = Final Score:

**TONE The student's tone:**

15	demonstrates exemplary and level appropriate tone quality in all ranges and registers.
14 - 13	demonstrates exemplary and level appropriate tone quality in all ranges and registers with infrequent lapses.
12 - 11	is often consistent, with some flaws
10 - 9	is somewhat consistent, with some flaws.
8 - 7	is inconsistent, with several flaws.
6 - 5 - 4	is inconsistent & hindered by difficulties
3 - 2 - 1	is inconsistent due to significant issues, impacting performance quality.

Comments

**TECHNIQUE The student:**  
(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N	performs with efficient air supporting all registers.
5 4 3 2 1 N	performs in the extreme upper register of instrument with proper facility and control.
5 4 3 2 1 N	performs in the extreme lower register of instrument with proper facility and control.
5 4 3 2 1 N	demonstrates control of musical time/pulse, accurately aligning with accompaniment.

**INTONATION The student's intonation:**

20 - 19	is accurate in all ranges.
18 - 17 - 16	is mostly accurate. Student adjusts inaccurate pitches quickly.
15 - 14 - 13	is often accurate. Student adjusts most inaccurate pitches.
12 - 11 - 10	is somewhat accurate. Student adjusts some inaccurate pitches.
9 - 8 - 7	is often inaccurate. Student attempts to adjust the pitches.
6 - 5 - 4	is often inaccurate. Student does not attempt to adjust the pitches.
3 - 2 - 1	is mostly inaccurate. Student does not attempt to adjust the pitches.

**INTERPRETATION The student performs:**  
(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N	appropriate and accurate use of jazz articulation.
5 4 3 2 1 N	appropriate jazz inflections as marked. (i.e., scoops, doits, etc.)
5 4 3 2 1 N	appropriate style of eighth notes used.
5 4 3 2 1 N	swing eighth notes - appropriate to particular style & period of solo.
5 4 3 2 1 N	high level of musicality, with well shaped phrases and dynamics.
5 4 3 2 1 N	syncopated rhythms with appropriate articulations (including breath accents, marcato accents, etc.) lending emphasis to the syncopation.
5 4 3 2 1 N	appropriate amount and style of vibrato with regard to the period & style of the solo.
5 4 3 2 1 N	with an appropriate articulation pattern which enhances the syncopation and creates ease of melodic flow.

**MELODIC ACCURACY The student performs:**

15	all notes accurately.
14 - 13	all but a few notes accurately.
12 - 11 - 10	nearly all notes accurately.
9 - 8 - 7	many notes accurately.
6 - 5 - 4	some notes accurately.
3 - 2 - 1	most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

10	all rhythms accurately.
9 - 8	almost all rhythms accurately.
7 - 6	many rhythms accurately.
5 - 4	some rhythms accurately.
3 - 2 - 1	most rhythms inaccurately.

<b>Tempo:</b>		<b>Pulse:</b>	
4	Accurate, as marked	3	Accurate, steady throughout
3	Slightly different	2	Fluctuated, with corrections
2	Different	1	Fluctuated, without corrections
1	Markedly different		

**SCALE EVALUATION**

Fill in the names of the scales selected for assessment & circle the appropriate number. Scales are to be performed as notated on the Official CDMMEA Scale Sheet. Circle only ONE number per scale requested.

	___Maj.	___Maj.	___Chromatic	
<b>Pitch Accuracy</b>	4	4	4	all pitches/notes accurate.
	3	3	3	most pitches/notes accurate.
	2	2	2	some pitches/notes accurate.
	1	1	1	few pitches/notes accurate.
	N	N	N	most pitches/notes inaccurate
<b>Scale Technique</b>	3	2	1	N Overall Scale Rhythms
	3	2	1	N Overall Scale Articulations
	3	2	1	N Overall Scale Tempos (1/4 = 100)

**Sight Reading The student performs:**

Rhythm	Pitches	Tempo	Dynamics	Articulations
10	All accurate	3	Accurate	3
9 - 8	Nearly accurate	2	Mostly played	2
7 - 6	A few errors	1	Occasionally	1
5 - 4	Several errors	0	Not demonstrated	0
3 - 2	Many errors			

**Ungraded (for placement only)**

Trumpet (3 octave G Scale)  
Trombone (3 octave F Scale)

The student demonstrates;

Lead Qualities  
 Solo Qualities  
 Not Applicable

MMEA-CD Festival  
Adjudication Form

School Code: \_\_\_\_\_

Junior Auxiliary Percussion

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

(Circle only ONE number per category)

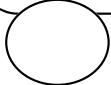
(2pts) Consistently (1pt) Sometimes (N) Rarely or not demonstrated

Adj. Initials \_\_\_\_\_

Auxiliary Percussion Subtotal Score:

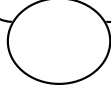
**CRASH CYMBAL** The student demonstrates:

- 2 1 N proper dampening technique on the crash cymbals
- 2 1 N produces a clean sound when allowing cymbals to ring (chokes the sound only when marked)
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations
- 2 1 N proper technique for holding the crash cymbals



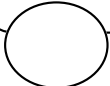
**TRIANGLE** The student demonstrates:

- 2 1 N appropriate hand position when holding the triangle
- 2 1 N appropriate method of striking and rolling on the triangle
- 2 1 N proper dampening technique on the triangle
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations



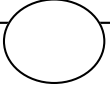
**BASS DRUM** The student demonstrates:

- 2 1 N proper mallet technique for the bass drum; single strokes and rolls
- 2 1 N proper dampening technique on the bass drum when needed
- 2 1 N proper striking position on the bass drum head
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations



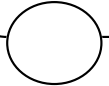
**TAMBOURINE** The student demonstrates:

- 2 1 N proficient technique of tambourine thumb rolls and shake rolls when required
- 2 1 N appropriate technique for performing on the tambourine at all dynamic levels
- 2 1 N appropriate technique for performance of rapid articulated passages
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations



**OVERALL PERFORMANCE SKILLS**

- 2 1 N does not create any extraneous sounds when moving from one instrument to another; when placing down or picking up mallets or auxiliary instruments
- 2 1 N tempo is accurate and consistent with the printed tempo marking(s)



# Senior Auxiliary Percussion

Student Name: \_\_\_\_\_

Auxiliary Percussion  
Subtotal Score:

(Circle only ONE number per category)

(2pts) Consistently (1pt) Sometimes (N) Rarely or not demonstrated

Adj. Initials \_\_\_\_\_

## Secondary Percussion Solo

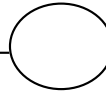
Student will only perform  
two (2) of the non-primary percussion solo excerpts.

Adjudicator should X-out the student's primary unused category.

## Auxiliary Percussion Solo

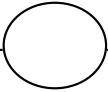
**TRIANGLE** The student demonstrates:

- 2 1 N appropriate hand position when holding the triangle
- 2 1 N appropriate method of striking and rolling on the triangle
- 2 1 N proper dampening technique on the triangle
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations



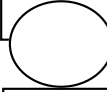
**SNARE** The student demonstrates:

- 2 1 N performance of correct rhythms as written
- 2 1 N use of an appropriate grip; fingers are placed on the sticks to ensure proper performance technique
- 2 1 N the appropriate rudimental execution when required
- 2 1 N evenness in rolls, sustaining sound with evenly spaced strokes
- 2 1 N proper sticking; appropriate use of left/right hand in relation to rhythmic figures
- 2 1 N utilizes the proper striking position on the snare head
- 2 1 N appropriate execution of dynamics and articulations (when applicable)



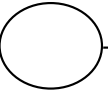
**BASS DRUM** The student demonstrates:

- 2 1 N proper BD mallet technique for single strokes and rolls
- 2 1 N proper dampening technique on the bass drum when needed
- 2 1 N proper striking position on the bass drum head
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations



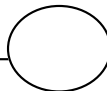
**TIMPANI** The student demonstrates:

- 2 1 N performance of correct pitches as written; (appropriate tuning)
- 2 1 N performance of correct rhythms as written
- 2 1 N proper stroke - the manner in which the sound is produced is clear and controlled through the use of an appropriate grip and correct striking placement on the drum head
- 2 1 N smooth control when switching between drums
- 2 1 N proper dampening; stopping sound cleanly & effectively
- 2 1 N appropriate mallet choice; matching style of music
- 2 1 N appropriate execution of dynamics and articulations (when applicable)



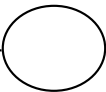
**CRASH CYMBAL** The student demonstrates:

- 2 1 N proper dampening technique on the crash cymbals
- 2 1 N produces a clean sound when allowing cymbals to ring (chokes the sound only when marked)
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations
- 2 1 N proper technique for holding the crash cymbals



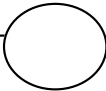
**MALLETS** The student demonstrates:

- 2 1 N performance of correct pitches as written
- 2 1 N performance of correct rhythms as written
- 2 1 N appropriate mallet choice; matching style of music
- 2 1 N proper sticking; appropriate use of left/right hand in relation to rhythmic figures
- 2 1 N proper stroke for a clear sound
- 2 1 N striking the bars in the appropriate area on the instrument
- 2 1 N appropriate execution of dynamics and articulations (when applicable)



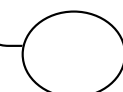
**TAMBOURINE** The student demonstrates:

- 2 1 N proficient technique of tambourine thumb rolls and shake rolls when required
- 2 1 N the appropriate tambourine technique at all dynamic levels
- 2 1 N appropriate technique for the performance of rapid articulated passages on the tambourine
- 2 1 N the performance of correct rhythms as written
- 2 1 N appropriate execution of dynamics and articulations



## E. OVERALL PERFORMANCE SKILLS

- 2 1 N does not create any extraneous sounds when moving from one instrument to another; when placing down or picking up mallets or auxiliary instruments
- 2 1 N tempo is accurate and consistent with the printed tempo marking(s)



## SOLO EVALUATION

(Circle only ONE number per category)

Adj. Initials \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**MELODIC ACCURACY** The student performs:

10	all notes accurately.
9 - 8	almost all notes accurately.
7 - 6	many notes accurately.
5 - 4	some notes accurately.
3 - 2 - 1	most notes inaccurately.

**RHYTHMIC ACCURACY** The student performs:

10	all rhythms precisely and accurately.
9 - 8	all but a few rhythms precisely and accurately.
7 - 6	many rhythms accurately.
5 - 4	some rhythms accurately.
3 - 2	few rhythms inaccurately.
1	most rhythms inaccurately.

<b>Tempo:</b>	<b>Pulse:</b>
5 Accurate	5 Accurate, steady throughout
4 Slightly different	4 Occasional fluctuations, with corrections
3 Different	3 Fluctuated, with corrections
2 Markedly different	2 Fluctuated, without corrections
1 Inappropriate	1 Unsteady throughout

Solo Score: \_\_\_\_\_ + Auxiliary: \_\_\_\_\_ = Final Score

**TECHNIQUE/ARTICULATION** The student:

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N demonstrates proper grip with appropriate amount of tension in grip

5 4 3 2 1 N demonstrates proper balance/strength between left and right hand

5 4 3 2 1 N demonstrates proper stroke (the manner in which the sound is produced is clear and controlled).

5 4 3 2 1 N performs appropriate accents as marked

5 4 3 2 1 N with a clear differentiation between styles of articulations as marked.

5 4 3 2 1 N performs evenness in rolls, sustaining sound with evenly spaced single strokes.

5 4 3 2 1 N performs appropriate length of notes as marked

5 4 3 2 1 N performs proper sticking; appropriate use of left and right hand.

5 4 3 2 1 N strikes the proper area on the instrument; providing a consistent tone quality.

5 4 3 2 1 N uses the appropriate mallets (mallets are consistent with the style of the solo).

## SCALE EVALUATION

Fill in the names of the scales selected for assessment & circle the appropriate number. Scales are to be performed as notated on the Official CDMMEA Scale Sheet. Circle only ONE number per scale requested.

	___Maj.	___Maj.	___Chromatic	
<b>Pitch Accuracy</b>	4	4	4	all pitches/notes accurate.
	3	3	3	most pitches/notes accurate.
	2	2	2	some pitches/notes accurate.
	1	1	1	few pitches/notes accurate.
	N	N	N	most pitches/notes inaccurate

<b>Scale Technique</b>	3	2	1	N	Overall Scale Rhythms
	3	2	1	N	Overall Scale Articulations
	3	2	1	N	Overall Scale Tempos (1/4 = 100)

## MUSICIANSHIP

The student: (5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N 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 N demonstrates dynamic contrast notated by composer.

5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.

5 4 3 2 1 N demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of composition.

## Sight Reading

The student performs:

<b>Rhythms</b>	<b>Pitch</b>	<b>Tempo</b>	<b>Dynamics</b>	<b>Articulations</b>
5 All accurate	5 All accurate	3 Accurate	3 Accurate	3 Accurate
4 Nearly accurate	4 1 or 2 errors	2 Different but steady	2 Mostly demonstrated	2 Mostly demonstrated
3 A few errors	3 3 or 4 errors	1 Different & unsteady	1 Occasionally	1 Occasionally
2 Several errors	2 5 or 6 errors	N Inconsistent	N Not demonstrated	N Not demonstrated
1 Many errors	1 7+ errors			

## SOLO EVALUATION

(Circle only ONE number per category) Adj. Initials \_\_\_\_\_

**RHYTHMIC ACCURACY** The student performs:

20 all rhythms precisely and accurately.  
 19 - 18 - 17 all but a few rhythms precisely and accurately.  
 16 - 15 - 14 nearly all rhythms accurately.  
 13 - 12 - 11 almost all rhythms accurately.  
 10 - 9 - 8 many rhythms accurately.  
 9 - 8 - 7 some rhythms accurately  
 6 - 5 - 4 few rhythms accurately.  
 3 - 2 - 1 most rhythms inaccurately.

**Tempo:**  
 10 - 9 Accurate  
 8 - 7 Slightly different  
 6 - 5 Different  
 4 - 3 Markedly different  
 2 - 1 Inappropriate

**Pulse:**  
 10 - 9 Accurate, steady throughout  
 8 - 7 Occasional fluctuations, with corrections  
 6 - 5 Fluctuated, with corrections  
 4 - 3 Fluctuated, without corrections  
 2 - 1 Unsteady throughout

**RUDIMENTS/ARTICULATION** The student:  
 (5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N performs with a clear differentiation between styles of articulations as marked.  
 5 4 3 2 1 N performs evenness in rolls, sustaining sound with evenly spaced strokes.  
 5 4 3 2 1 N uses sticking patterns which are appropriate for the rudiment required.  
 5 4 3 2 1 N rudimental ornamentation does not effect the rhythmic integrity of the performance.  
 5 4 3 2 1 N performs rudiments at the appropriate dynamics as marked.

Solo Score: \_\_\_\_\_  
 + Auxiliary: \_\_\_\_\_  
**= Final Score**

**FUNDAMENTALS** The student:  
 (4pts) Consistently (2pts) Sometimes (N) Rarely or not demonstrated

The student:

4 2 N uses an appropriate grip; (matched or traditional). Fingers are placed appropriately on the sticks to ensure proper performance technique.  
 4 2 N uses a stick height is appropriate for the style and dynamics of music being performed.  
 4 2 N varies the tone quality of the performance by altering the striking position on the head; appropriate for the style and dynamics of the music.  
 4 2 N performs with proper sticking; appropriate use of left and right hand.  
 4 2 N choice of sticks is appropriate for the style and character of performance.  
 4 2 N has the drum set up at proper height & angle.

**MUSICIANSHIP** The student:  
 (5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N 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 N demonstrates dynamic contrast notated by composer.  
 5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.  
 5 4 3 2 1 N demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of composition.

**RUDIMENT EVALUATION**

Fill in the number of the rudiment selected for assessment in the spaces provided (see below for list of rudiments). Circle the number that best describes the student's performance.

5 pts. = properly executed rudiment.  
 4-3 pts. = minor flaws  
 2-1 pt. = major flaws (N = Not Demonstrated)

The student performs:  
 Moderately closed long roll with dynamics ff>pp and pp<ff

Rudiment # \_\_\_\_\_ 5 4 3 2 1 N  
 Rudiment # \_\_\_\_\_ 5 4 3 2 1 N

**Sight Reading** The student performs:

Rhythms	Tempo	Dynamics	Sticking/Rudiments
6 All accurate	4 Accurate	4 Accurate	4 Accurate
5 Nearly accurate	3 Different but steady	3 Mostly	3 Nearly accurate
4 A few errors	2 Different & unsteady	2 Occasionally	2 Occasionally
3 Several errors	1 Inconsistent	1 Not demonstrated	1 Not demonstrated
2 Many errors			
1 Mostly inaccurate			

- List of Senior High required rudiments:
- #1 - 5 and 9 stroke rolls, alternating (open/closed)
  - #2 - 7 stroke roll, left hand lead (open/closed)
  - #3 - flam accent
  - #4 - single & flam paradiddle
  - #5 - drag
  - #6 - triple ratamacue
  - #7 - flamacue
  - #8 - flam tap

- List of Junior High required rudiments
- #1 - 5 and 9 stroke rolls, alternating (open/closed)
  - #2 - 7 stroke roll, left hand lead (open/closed)
  - #3 - flam accent
  - #4 - flam paradiddle
  - #5 - single & double paradiddle

## SOLO EVALUATION

(Circle only ONE number per category)

Adj. Initials \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Solo Score: \_\_\_\_\_ + Auxiliary: \_\_\_\_\_

= Final Score

### MELODIC ACCURACY The student performs:

- 8 all notes accurately.
- 7 - 6 almost all notes accurately.
- 5 - 4 many notes accurately.
- 3 - 2 - 1 some notes accurately.

### RHYTHMIC ACCURACY The student performs:

- 11 all rhythms precisely and accurately.
- 10 - 9 all but a few rhythms precisely and accurately.
- 8 - 7 nearly all rhythms accurately.
- 6 - 5 many rhythms accurately.
- 4 - 3 some rhythms accurately.
- 2 - 1 most rhythms inaccurately.

#### Tempo:

- 5 Accurate
- 4 Slightly different
- 3 Different
- 2 Markedly different
- 1 Inappropriate

#### Pulse:

- 4 Accurate, steady throughout
- 3 Fluctuated, with corrections
- 2 Fluctuated, without corrections
- 1 Unsteady throughout

### INTONATION/PITCHES The student:

(2pts) Consistently (1pt) Sometimes (N) Rarely or not demonstrated

The student:

- 2 1 N demonstrates the ability to tune a specific drum appropriately through the use of a reference pitch prior to the performance.
- 2 1 N demonstrates accuracy of intervallic tuning between the instruments before beginning solo.
- 2 1 N tunes the instruments up to the pitches needed through the increase of head tension, prior to the performance.
- 2 1 N demonstrates the accuracy of changing and tuning pitches during the solo. (when applicable)
- 2 1 N performs the correct notes/pitches as written i.e., strikes the correct drum for pitch required.

### RUDIMENT EVALUATION

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated.

The student performs:

- 5 4 3 2 1 N single stroke roll with dynamics ff > pp and pp < ff

### TECHNIQUE/ARTICULATION The student:

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N demonstrates proper grip with appropriate amount of tension in grip
- 5 4 3 2 1 N demonstrates proper balance/strength between left and right hand
- 5 4 3 2 1 N demonstrates proper stroke (the manner in which the sound is produced is clear and controlled)
- 5 4 3 2 1 N performs proper sticking; appropriate use of left and right hand.
- 5 4 3 2 1 N strikes the proper area on all drums; providing a consistent tone quality.
- 5 4 3 2 1 N performs evenness in rolls, sustaining sound with evenly spaced single strokes.
- 5 4 3 2 1 N performs proper dampening; stopping sound effectively using appropriate finger positions.
- 5 4 3 2 1 N performs appropriate length of notes as marked
- 5 4 3 2 1 N performs appropriate accents as marked
- 5 4 3 2 1 N performs with clear differentiation between styles of articulations as marked
- 5 4 3 2 1 N demonstrates mallet selection appropriate for the proper tone and articulation of solo

### MUSICIANSHIP The student:

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N 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 N demonstrates dynamic contrast notated by composer.
- 5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line; dynamic nuance not notated by composer.
- 5 4 3 2 1 N demonstrates inflection of rhythmic patterns appropriate to the style and phrase structure of composition.

### Sight Reading The student performs:

Rhythms	Pitch	Tempo	Dynamics	Articulations
5 Accurate	5 Accurate	3 Accurate	3 Accurate	3 Accurate
4 Nearly accurate	4 1 or 2 errors	2 Different but steady	2 Mostly	2 Mostly
3 A few errors	3 3 or 4 errors	1 Different & unsteady	1 Occasionally	1 Occasionally
2 Several errors	2 5 or 6 errors	N Inconsistent	N Not demonstrated	N Not demonstrated
1 Many errors	1 7+ errors)			

# String

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

## SOLO EVALUATION

(Circle only ONE number per category) Adj. Initials: \_\_\_\_\_

Final Score:

### TONE The student's tone:

- 20 19 demonstrates exemplary and level appropriate tone quality in all ranges and registers.
- 18 17 16 demonstrates exemplary and level appropriate tone quality in all ranges and registers with infrequent lapses.
- 15 14 13 is often consistent, with some flaws
- 12 11 10 is somewhat consistent, with some flaws.
- 9 8 7 is inconsistent, with several flaws.
- 6 5 4 is inconsistent & hindered by difficulties
- 3 2 1 is inconsistent due to significant issues, impacting performance quality.

### INTONATION The student's intonation:

- 20 - 19 is accurate in all ranges.
- 18 - 17 - 16 is mostly accurate. Student adjusts inaccurate pitches quickly.
- 15 - 14 - 13 is often accurate. Student adjusts most inaccurate pitches.
- 12 - 11 - 10 is somewhat accurate. Student adjusts some inaccurate pitches.
- 9 - 8 - 7 is often inaccurate. Student attempts to adjust the pitches.
- 6 - 5 - 4 is often inaccurate. Student does not attempt to adjust the pitches.
- 3 - 2 - 1 is mostly inaccurate. Student does not attempt to adjust the pitches.

### MELODIC ACCURACY The student performs:

- 10 all notes accurately.
- 9 - 8 almost all notes accurately.
- 7 - 6 many notes accurately.
- 5 - 4 some notes accurately.
- 3 - 2 - 1 most notes inaccurately.

Comments

### RHYTHMIC ACCURACY The student performs:

- 10 all rhythms accurately.
- 9 - 8 almost all rhythms accurately.
- 7 - 6 many rhythms accurately.
- 5 - 4 some rhythms accurately.
- 3 - 2 - 1 most rhythms inaccurately.

### Tempo:

- 4 Accurate, as marked
- 3 Slightly different
- 2 Different
- 1 Markedly different

### Pulse:

- 3 Accurate, steady throughout
- 2 Fluctuated, with corrections
- 1 Fluctuated, without corrections

### HAND TECHNIQUE: The Student

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

#### Left Hand:

- 5 4 3 2 1 N demonstrates appropriate shifting technique.
- 5 4 3 2 1 N demonstrates appropriate use of vibrato.
- 5 4 3 2 1 N demonstrates appropriate left hand technique.

#### Right Hand;

- 5 4 3 2 1 N demonstrates appropriate execution of designated articulations (legato, staccato, marcato, etc.)
- 5 4 3 2 1 N demonstrates appropriate use of bow length and speed.
- 5 4 3 2 1 N performs with effective bow management that complements phrase structure.

### MUSICIANSHIP: The Student

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N 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 N demonstrates dynamic contrast notated by composer.
- 5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line not notated by composer.

### SCALE EVALUATION

Fill in the names of the scales selected for assessment & circle the appropriate number  
Scales are to be performed as notated on the Official CDMMEA Scale Sheet  
Circle only ONE number per scale requested.

	___Maj.	___Maj.	
<b>Pitch Accuracy</b>	<b>6</b>	<b>6</b>	all notes accurate.
	<b>5</b>	<b>5</b>	most notes accurate.
	<b>4 - 3</b>	<b>4 - 3</b>	many notes accurate.
	<b>2 - 1</b>	<b>2 - 1</b>	few notes accurate.
	<b>N</b>	<b>N</b>	not demonstrated

<b>Scale Technique</b>	<b>3 2 1 N</b>	Overall Scale Bowing
	<b>3 2 1 N</b>	Overall Scale Rhythm
	<b>3 2 1 N</b>	Overall Scale Tempo (Sr 1/4 = 80, Jr 1/4 = 60)

### Sight Reading The student performs:

Rhythms	Pitches	Tempo	Dynamics	Articulations
5 All accurate	5 Accurate	3 Accurate	3 Accurate	3 Accurate
4 Nearly all accurat	4 Nearly all accurate	2 Different but steady	2 Mostly	2 Mostly
3 Mostly accurate	3 Mostly accurate	1 Different & unsteady	1 Occasionally	1 Occasionally
2 Some accurate	2 Some accurate	N Inconsistent	N Not demonstrated	N Not demonstrated
1 Few accurate	1 Few accurate			

MMEA-CD  
 Adjudication Form  
**Junior Vocal**  
**SOLO EVALUATION**

Voice Part: \_\_\_\_\_

School Code: \_\_\_\_\_

(Circle only ONE number per category)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**TONE The student's tone:**

- 20 19** demonstrates exemplary and age appropriate tone quality in all ranges and registers.
- 18 17 16** demonstrates exemplary and age appropriate tone quality in all ranges and registers with infrequent lapses
- 15 14 13** is often consistent, with some flaws
- 12 11 10** is somewhat consistent, with some flaws.
- 9 8 7** is inconsistent, with several flaws.
- 6 5 4** is inconsistent & hindered by difficulties
- 3 2 1** is inconsistent due to significant issues, impacting performance quality.

Comments

Room  A  B  C  D

Adj. Initials \_\_\_\_\_

Score:

**VOCAL TECHNIQUE - The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N** performs register transitions without severe changes in quality.
- 5 4 3 2 1 N** performs vowels with appropriate formation to provide maximum resonance.
- 5 4 3 2 1 N** performs consonants clearly and rhythmically with no adverse effect on pitch.
- 5 4 3 2 1 N** demonstrates healthful, effective, breathing technique.

**INTONATION The student's intonation:**

- 15 - 14** is accurate in all ranges.
- 13 - 12** is mostly accurate. Student adjusts inaccurate pitches quickly.
- 11 - 10** is often accurate. Student adjusts most inaccurate pitches.
- 9 - 8** is somewhat accurate. Student adjusts some inaccurate pitches.
- 7 - 6** is often inaccurate. Student attempts to adjust the pitches.
- 5 - 4** is often inaccurate. Student does not attempt to adjust the pitches.
- 3 - 2 - 1** is mostly inaccurate. Student does not attempt to adjust the pitches.

**MUSICIANSHIP - The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N** demonstrates control of musical time/pulse, accurately aligning with accompaniment.
- 5 4 3 2 1 N** demonstrates dynamic contrasts notated by composer.
- 5 4 3 2 1 N** demonstrates the ability to shape and contour the melodic line not notated by composer.
- 5 4 3 2 1 N** demonstrates an understanding of the text through appropriate vocal emphasis.
- 5 4 3 2 1 N** performs with effective breath management that compliments the phrase structure.

**MELODIC ACCURACY The student performs:**

- 10** all notes accurately.
- 9 - 8** almost all notes accurately.
- 7 - 6** many notes accurately.
- 5 - 4** some notes accurately.
- 3 - 2 - 1** most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

- 10** all rhythms accurately.
- 9 - 8** almost all rhythms accurately.
- 7 - 6** many rhythms accurately.
- 5 - 4** some rhythms accurately.
- 3 - 2 - 1** most rhythms inaccurately.

**TONAL ACCURACY**

Fill in the number of the interval selected & circle the number in the column that best describes the student's performance.

**3** - Accurate & intune performance  
**2** - Somewhat accurate, intonation issues  
**1** - Inaccurate performance  
**N** - Not Demonstrated or unable

interval;	#	#	#	#
	3	3	3	3
	2	2	2	2
	1	1	1	1
	N	N	N	N

Ungraded Scale (as posted for assigning voice parts only)

Soprano (G) Alto (A) Baritone (E)

Scale sung: Yes No

(recommended voice placement) part 1 part 2



MMEA-CD  
Adjudication Form  
Junior Vocal  
SOLO EVALUATION

Voice Part: \_\_\_\_\_

School Code: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
(Circle only ONE number per category)

**TONE The student's tone:**

- 20 19 demonstrates exemplary and age appropriate tone quality in all ranges and registers.
- 18 17 16 demonstrates exemplary and age appropriate tone quality in all ranges and registers with infrequent lapses
- 15 14 13 is often consistent, with some flaws
- 12 11 10 is somewhat consistent, with some flaws.
- 9 8 7 is inconsistent, with several flaws.
- 6 5 4 is inconsistent & hindered by difficulties
- 3 2 1 is inconsistent due to significant issues, impacting performance quality.

Comments

Room  A  B  C  D

Adj. Initials \_\_\_\_\_

Score:  

**VOCAL TECHNIQUE - The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N performs register transitions without severe changes in quality.
- 5 4 3 2 1 N performs vowels with appropriate formation to provide maximum resonance.
- 5 4 3 2 1 N performs consonants clearly and rhythmically with no adverse effect on pitch.
- 5 4 3 2 1 N demonstrates healthful, effective, breathing technique.

**INTONATION The student's intonation:**

- 15 - 14 is accurate in all ranges.
- 13 - 12 is mostly accurate. Student adjusts inaccurate pitches quickly.
- 11 - 10 is often accurate. Student adjusts most inaccurate pitches.
- 9 - 8 is somewhat accurate. Student adjusts some inaccurate pitches.
- 7 - 6 is often inaccurate. Student attempts to adjust the pitches.
- 5 - 4 is often inaccurate. Student does not attempt to adjust the pitches.
- 3 - 2 - 1 is mostly inaccurate. Student does not attempt to adjust the pitches.

**MUSICIANSHIP - The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N demonstrates control of musical time/pulse, accurately aligning with accompaniment.
- 5 4 3 2 1 N demonstrates dynamic contrasts notated by composer.
- 5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line not notated by composer.
- 5 4 3 2 1 N demonstrates an understanding of the text through appropriate vocal emphasis.
- 5 4 3 2 1 N performs with effective breath management that compliments the phrase structure.

**MELODIC ACCURACY The student performs:**

- 10 all notes accurately.
- 9 - 8 almost all notes accurately.
- 7 - 6 many notes accurately.
- 5 - 4 some notes accurately.
- 3 - 2 - 1 most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

- 10 all rhythms accurately.
- 9 - 8 almost all rhythms accurately.
- 7 - 6 many rhythms accurately.
- 5 - 4 some rhythms accurately.
- 3 - 2 - 1 most rhythms inaccurately.

**Sight Reading**

Sight reading excerpt must be sung in order to be scored.

Pitch:	Rhythm:
5 Accurate	2 Accurate
4 Nearly accurate	1 Mostly accurate
3 Mostly accurate	0 Few accurate
2 Some accurate	
1 Few accurate	
0 Excerpt spoken	

**TONAL ACCURACY**

Fill in the number of the interval selected & circle the number in the column that best describes the student's performance.

interval;	#	#	#	#
	3	3	3	3
	2	2	2	2
	1	1	1	1
	N	N	N	N

Ungraded Scale (as posted for assigning voice parts only)

Soprano (G) Alto (A) Baritone (E)

Scale sung: Yes No

(recommended voice placement) part 1 part 2

MMEA-CD  
Adjudication Form  
Senior Vocal  
SOLO EVALUATION

Voice Part: \_\_\_\_\_

School Code: \_\_\_\_\_

(Circle only ONE number per category)

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

**TONE The student's tone:**

- 20 19 demonstrates exemplary and age appropriate tone quality in all ranges and registers.
- 18 17 16 demonstrates exemplary and age appropriate tone quality in all ranges and registers with infrequent lapses
- 15 14 13 is often consistent, with some flaws
- 12 11 10 is somewhat consistent, with some flaws.
- 9 8 7 is inconsistent, with several flaws.
- 6 5 4 is inconsistent & hindered by difficulties
- 3 2 1 is inconsistent due to significant issues, impacting performance quality.

Comments

Room  A  B  C  D

Adj. Initials \_\_\_\_\_

Score:

**VOCAL TECHNIQUE - The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N performs register transitions without severe changes in quality.
- 5 4 3 2 1 N performs vowels with appropriate formation to provide maximum resonance.
- 5 4 3 2 1 N performs consonants clearly and rhythmically with no adverse effect on pitch.
- 5 4 3 2 1 N demonstrates healthful, effective, breathing technique.

**INTONATION The student's intonation:**

- 15 - 14 is accurate in all ranges.
- 13 - 12 is mostly accurate. Student adjusts inaccurate pitches quickly.
- 11 - 10 is often accurate. Student adjusts most inaccurate pitches.
- 9 - 8 is somewhat accurate. Student adjusts some inaccurate pitches.
- 7 - 6 is often inaccurate. Student attempts to adjust the pitches.
- 5 - 4 is often inaccurate. Student does not attempt to adjust the pitches.
- 3 - 2 - 1 is mostly inaccurate. Student does not attempt to adjust the pitches.

**MUSICIANSHIP - The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

- 5 4 3 2 1 N demonstrates control of musical time/pulse, accurately aligning with accompaniment.
- 5 4 3 2 1 N demonstrates dynamic contrasts notated by composer.
- 5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line not notated by composer.
- 5 4 3 2 1 N demonstrates an understanding of the text through appropriate vocal emphasis.
- 5 4 3 2 1 N performs with effective breath management that compliments the phrase structure.

**MELODIC ACCURACY The student performs:**

- 10 all notes accurately.
- 9 - 8 almost all notes accurately.
- 7 - 6 many notes accurately.
- 5 - 4 some notes accurately.
- 3 - 2 - 1 most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

- 10 all rhythms accurately.
- 9 - 8 almost all rhythms accurately.
- 7 - 6 many rhythms accurately.
- 5 - 4 some rhythms accurately.
- 3 - 2 - 1 most rhythms inaccurately.

**TONAL ACCURACY**

Fill in the number of the interval selected & circle the number in the column that best describes the student's performance.

3 - Accurate & intune performance  
2 - Somewhat accurate, intonation issues  
1 - Inaccurate performance  
N - Not Demonstrated or unable

interval:	#	#	#	#	#
	3	3	3	3	3
	2	2	2	2	2
	1	1	1	1	1
	N	N	N	N	N

**Sight Reading**

Sight reading excerpt must be sung in order to be scored.

Pitch:	Rhythm:
5 Accurate	2 Accurate
4 Nearly accurate	1 Mostly accurate
3 Mostly accurate	0 Few accurate
2 Some accurate	
1 Few accurate	
0 Excerpt spoken	

Ungraded Scale (as posted for assigning voice parts only)

Soprano (G) Alto (A) Tenor (F) Bass (G)

Scale sung: Yes No

(recommended voice placement) part 1 part 2

# Woodwind - Brass

## SOLO EVALUATION

(Circle only ONE number per category)

Adj. Initials: \_\_\_\_\_

Instrument: \_\_\_\_\_ School Code: \_\_\_\_\_

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Final Score:

**TONE The student's tone:**

15 demonstrates exemplary and level appropriate tone quality in all ranges and registers.

14 - 13 demonstrates exemplary and level appropriate tone quality in all ranges and registers with infrequent lapses.

12 - 11 is often consistent, with some flaws

10 - 9 is somewhat consistent, with some flaws.

8 - 7 is inconsistent, with several flaws.

6 - 5 - 4 is inconsistent & hindered by difficulties

3 - 2 - 1 is inconsistent due to significant issues, impacting performance quality.

Comments

**INTONATION The student's intonation:**

20 - 19 is accurate in all ranges.

18 - 17 - 16 is mostly accurate. Student adjusts inaccurate pitches quickly.

15 - 14 - 13 is often accurate. Student adjusts most inaccurate pitches.

12 - 11 - 10 is somewhat accurate. Student adjusts some inaccurate pitches.

9 - 8 - 7 is often inaccurate. Student attempts to adjust the pitches.

6 - 5 - 4 is often inaccurate. Student does not attempt to adjust the pitches.

3 - 2 - 1 is mostly inaccurate. Student does not attempt to adjust the pitches.

**MELODIC ACCURACY The student performs:**

15 all notes accurately.

14 - 13 all but a few notes accurately.

12 - 11 - 10 nearly all notes accurately.

9 - 8 - 7 many notes accurately.

6 - 5 - 4 some notes accurately.

3 - 2 - 1 most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

10 all rhythms accurately.

9 - 8 almost all rhythms accurately.

7 - 6 many rhythms accurately.

5 - 4 some rhythms accurately.

3 - 2 - 1 most rhythms inaccurately.

<b>Tempo:</b>	<b>Pulse:</b>
4 Accurate, as marked	3 Accurate, steady throughout
3 Slightly different	2 Fluctuated, with corrections
2 Different	1 Fluctuated, without corrections
1 Markedly different	

**Sight Reading The student performs:**

Rhythms	Pitches	Tempo
5 All accurate	5 All accurate	3 Accurate
4 Nearly accurate	4 1 or 2 errors	2 Different but steady
3 A few errors	3 3 or 4 errors	1 Different & unsteady
2 Several errors	2 5 or 6 errors	N Inconsistent
1 Many errors	1 7 + errors	

**TECHNIQUE The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N demonstrates appropriate slurs as marked.

5 4 3 2 1 N demonstrates appropriate execution of designated articulations (legato, staccato, marcato, etc.)

5 4 3 2 1 N performs with efficient air supporting all registers.

5 4 3 2 1 N performs in the extreme upper register of instrument with proper facility and control.

5 4 3 2 1 N performs in the extreme lower register of instrument with proper facility and control.

**MUSICIANSHIP The student:**

(5pts) Consistently (3pts) Sometimes (1pt) Rarely (N) Not Demonstrated

5 4 3 2 1 N 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 N demonstrates dynamic contrast notated by composer.

5 4 3 2 1 N demonstrates the ability to shape and contour the melodic line not notated by composer.

5 4 3 2 1 N demonstrates inflection of rhythmic patterns appropriate to the style & phrase structure of composition.

5 4 3 2 1 N demonstrates effective breath management that compliments the phrase structure.

**SCALE EVALUATION**

Fill in the names of the scales selected for assessment & circle the appropriate number. Scales are to be performed as notated on the Official CDMMEA Scale Sheet. Circle only ONE number per scale requested.

	___Maj. ___Maj. ___Chromatic	
<b>Pitch Accuracy</b>	4    4    4	all pitches/notes accurate.
	3    3    3	most pitches/notes accurate.
	2    2    2	some pitches/notes accurate.
	1    1    1	few pitches/notes accurate.
	N    N    N	most pitches/notes inaccurate

<b>Scale Technique</b>	3 2 1 N	Overall Scale Rhythms
	3 2 1 N	Overall Scale Articulations
	3 2 1 N	Overall Scale Tempos (1/4 = 100)

<b>Dynamics</b>	<b>Articulations</b>
3 Accurate	3 Accurate
2 Mostly demonstrated	2 Mostly demonstrated
1 Occasionally	1 Occasionally
N Not demonstrated	N Not demonstrated

French Horn Only (recommendation)

high low both