



SOUTHSIDE HIGH SCHOOL BAND

THE PRIDE OF SOUTHSIDE

Individual Pass-Off Assessment Rubric

Name: _____

Date: _____

Category	Accomplished - 5	Advancing - 4	Developing - 3	Beginning - 2	No Concept - 1
Tone	Tone is consistently clear, appealing, resonant, and professional across the instrument's register.	Tone is generally consistent across the register, but with minor deficiencies in clarity and resonance. Still representative of the instrument and esthetically pleasing.	Tone is inconsistent, particularly between different ranges. Obvious deficiencies in clarity and resonance. Borders between appealing and unappealing.	Tone is poor with major deficiencies of clarity and resonance. Not representative of the instrument, but is still recognizable.	Tone is unclear, extremely poor, and is not recognizable as this instrument.
Rhythm Accuracy	Perfect – no noticeable mistakes.	Nearly perfect – one or two minor errors which do not adversely affect the overall performance.	Mostly accurate – more than two mistakes which have a noticeable impact on the overall performance.	Mostly inaccurate – most rhythms are played incorrectly, but there appears to be a minimal amount of understanding.	Extremely inaccurate, difficult to count number of mistakes, as if notes are played randomly out of time.
Pulse	Consistent pulse throughout with musically appropriate fluctuations, but none which distract from the overall performance.	Consistent pulse almost always, with only a few musically inappropriate fluctuations.	Somewhat inconsistent pulse, many noticeable fluctuations that detract from the overall performance.	Very inconsistent pulse, but rhythms still seem related to a pulse, even though the pulse changes or start/stops.	No perceptible pulse, as if notes are played randomly.
Pitch Accuracy	Perfect – no obvious mistakes. All pitches are accurate.	Nearly perfect – one or two mistakes (mistakes likely the result of a missed partial, not a blatantly incorrect fingering).	Mostly accurate – more than two mistakes (some of which are blatantly incorrect fingering, but the melodic contour is still present).	Mostly inaccurate - more mistakes than correct pitches.	Extremely inaccurate – difficult to count the number of mistakes.
Intonation	No noticeable issues with intonation.	One or two slight but noticeable problems (untrained listener might not notice).	Two or more obvious problems (untrained listener would easily notice).	Most notes are obviously out of tune (untrained listener would easily notice).	Almost every note seems to be drastically out of tune. Difficult to determine a pitch center of tonality.
Articulation	Excellent – all articulations are observed and are clear.	Very good – almost all articulations are clear with only very few and minor ambiguous or incorrect articulations.	Decent – more correct articulation than not.	Poor – most articulations are ambiguous or blatantly incorrect.	Nearly all articulations are ambiguous, as if there is no intent from the performer to how notes are attacked/released.
Dynamics	Wide range of dynamic contrast and all dynamics are executed clearly and correctly.	Slightly limited range of dynamic contrast OR only minor mistakes in dynamic accuracy.	Limited but perceptible range of dynamic contrast OR multiple mistakes in dynamic accuracy.	Very limited range of dynamic contrast AND multiple mistakes in dynamic accuracy.	No perceptible change in volume / no intent from the performer given to dynamics.
Style	Clear, appropriate, and successful representation of style. Could be used as an example of this style.	Obvious attempt at style, but with minor inconsistencies, inappropriate aspects, or inaccuracies.	Obvious attempt at style, but with major inconsistencies, inappropriate aspects, or inaccuracies.	Unclear if style was considered. Style is ambiguous. Some appropriate elements.	No discernible style and no obvious attempt to play with a certain style.
Musicianship	Successful and appropriate musical performance. Could be used as an example.	Obvious attempt at musicianship, but with minor weaknesses of execution.	Obvious attempt at musicianship, but with major weaknesses of execution.	Unclear if aspects of musicality were considered, but some decisions could have potentially have been made and executed poorly.	No perceptible attempts play with any musicality.
*Memorization	Pass Student has their music memorized with only 2 or less minor errors				Fail Student does not have their music memorized. 2 or more major errors.

Total: _____ / 45 or 50



SOUTHSIDE HIGH SCHOOL BAND

THE PRIDE OF SOUTHSIDE

Individual Sight-Reading Assessment Rubric

Name: _____

Date: _____

Category	Accomplished - 5	Advancing - 4	Developing - 3	Beginning - 2	No Concept - 1
Tone	Tone is consistently clear, appealing, resonant, and professional across the instrument's register.	Tone is generally consistent across the register, but with minor deficiencies in clarity and resonance. Still representative of the instrument and esthetically pleasing.	Tone is inconsistent, particularly between different ranges. Obvious deficiencies in clarity and resonance. Borders between appealing and unappealing.	Tone is poor with major deficiencies of clarity and resonance. Not representative of the instrument, but is still recognizable.	Tone is unclear, extremely poor, and is not recognizable as this instrument.
Rhythm Accuracy	Perfect – no noticeable mistakes.	Nearly perfect – one or two minor errors which do not adversely affect the overall performance.	Mostly accurate – more than two mistakes which have a noticeable impact on the overall performance.	Mostly inaccurate – most rhythms are played incorrectly, but there appears to be a minimal amount of understanding.	Extremely inaccurate, difficult to count number of mistakes, as if notes are played randomly out of time.
Pulse	Consistent pulse throughout with musically appropriate fluctuations, but none which distract from the overall performance.	Consistent pulse almost always, with only a few musically inappropriate fluctuations.	Somewhat inconsistent pulse, many noticeable fluctuations that detract from the overall performance.	Very inconsistent pulse, but rhythms still seem related to a pulse, even though the pulse changes or start/stops.	No perceptible pulse, as if notes are played randomly.
Pitch Accuracy	Perfect – no obvious mistakes. All pitches are accurate.	Nearly perfect – one or two mistakes (mistakes likely the result of a missed partial, not a blatantly incorrect fingering).	Mostly accurate – more than two mistakes (some of which are blatantly incorrect fingering, but the melodic contour is still present).	Mostly inaccurate - more mistakes than correct pitches.	Extremely inaccurate – difficult to count the number of mistakes.
Intonation	No noticeable issues with intonation.	One or two slight but noticeable problems (untrained listener might not notice).	Two or more obvious problems (untrained listener would easily notice).	Most notes are obviously out of tune (untrained listener would easily notice).	Almost every note seems to be drastically out of tune. Difficult to determine a pitch center of tonality.
Articulation	Excellent – all articulations are observed and are clear.	Very good – almost all articulations are clear with only very few and minor ambiguous or incorrect articulations.	Decent – more correct articulation than not.	Poor – most articulations are ambiguous or blatantly incorrect.	Nearly all articulations are ambiguous, as if there is no intent from the performer to how notes are attacked/released.
Dynamics	Wide range of dynamic contrast and all dynamics are executed clearly and correctly.	Slightly limited range of dynamic contrast OR only minor mistakes in dynamic accuracy.	Limited but perceptible range of dynamic contrast OR multiple mistakes in dynamic accuracy.	Very limited range of dynamic contrast AND multiple mistakes in dynamic accuracy.	No perceptible change in volume / no intent from the performer given to dynamics.
Style	Clear, appropriate, and successful representation of style. Could be used as an example of this style.	Obvious attempt at style, but with minor inconsistencies, inappropriate aspects, or inaccuracies.	Obvious attempt at style, but with major inconsistencies, inappropriate aspects, or inaccuracies.	Unclear if style was considered. Style is ambiguous. Some appropriate elements.	No discernible style and no obvious attempt to play with a certain style.
Musicianship	Successful and appropriate musical performance. Could be used as an example.	Obvious attempt at musicianship, but with minor weaknesses of execution.	Obvious attempt at musicianship, but with major weaknesses of execution.	Unclear if aspects of musicality were considered, but some decisions could have potentially have been made and executed poorly.	No perceptible attempts play with any musicality.

Total: _____ / 45



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Music Folder Check Rubric

Name: _____

Date: _____

Category	Excellent - 4	Good - 3	Poor - 2	Unacceptable - 1
Folder / Flip Folder	Student has their folder, labeled with their name & part. *Flip folder is in order		Student has their folder, but it is unlabeled. *Flip Folder is out of order	Student does not have their folder.
Music	All music is in folder with numbered measures & rehearsal markings.	All music is in folder with most measures numbered & some rehearsal markings.	Student is missing 1 or more pieces of music and/or has few or no numbered measures or rehearsal markings.	Student does not have their music.
Pencil	Student has a pencil			Student does not have a pencil
Neatness	Folder is in good condition with slight wear. Music and books are stacked neatly inside.	Folder is in fair condition with small tears or bend. Music and books are slightly unorganized.	Folder is torn, falling apart, or neglected. Music is bent, torn, and out of order.	Folder is not at school.

Total: _____ / 16



Materials Check Rubric

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Name: _____

Date: _____

Category	Excellent - 4	Good - 3	Poor - 2	Unacceptable - 1
Pencil	Student has a pencil.			Student does not have a pencil.
Instrument	Instrument is in good repair and all moving parts work freely.	Instrument is in good shape and most moving parts work freely.	Instrument is in a state of dis-repair. E.g. pads need replacing, stuck slides etc.	Instrument is in disarray and is not functioning. Missing or immovable parts.
Reeds Double Reeds Clarinets Saxophones	Student has 3 or more reeds in rotation that are broken in.		Student has 1 reed and a backup that is not broken in.	Student has only 1 reed in poor condition.
Valve / Rotor Oil Trumpets Horns Euphonium / Baritones Tubas	Student has their own bottle of a high-quality valve oil of an appropriate weight.			Student does not have their own valve oil
Slide Cream & Spray Bottle Trombones	Student has their own container of Pond's Cold Cream & a small plastic spray bottle of water			Student does not have their own container of Pond's Cold Cream & a small plastic spray bottle of water
Sticks / Mallets Percussion	Student has their own drum sticks labeled with their initials on the butt of the sticks.			Student does not have their own drum sticks labeled with their initials on the butt of the sticks.

Total: _____ / 12



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Cubby Check Rubric

Name: _____

Date: _____

Category	Excellent - 4	Good - 3	Poor - 2	Unacceptable - 1
Instrument	All parts of the students' instruments are in their cases and are stored neatly inside cubby. Instrument is clearly labeled.	All parts of the students' instruments are in their cases and are stored neatly inside cubby. Instrument is not clearly labeled.	Some parts of the students' instruments are in their cases and are not stored neatly inside cubby. Instrument is not clearly labeled.	No parts of the students' instruments are in their cases and are not stored neatly inside cubby. Instrument is not clearly labeled.
Loose Paper	There are no loose papers in the students' cubby.	There are 1-2 loose papers in the students' cubby.	There are 3-4 loose papers in the students' cubby.	There are 5+ loose papers in the students' cubby.
Trash	There is no trash in the students' cubby.	There is some trash in the students' cubby.	There is much trash in the students' cubby.	There is a plethora of trash in the students' cubby.
Food	There is no food in the students' cubby.			There is food in the students' cubby.
Water Jug *During marching band	Student has their water jug labeled and takes it home daily to wash.	Student has their water jug labeled and takes it home weekly to be wash.	Student has their water jug unlabeled and occasionally takes it home to be washed.	Student does not have water jug or it remains in cubby and is not washed regularly.

Total: _____ / 16 *or 18