

***CDBA High School All-District Audition
Sight-Reading Rubric***

| | 0 | 1 - 4 | 5 - 11 | 12 - 19 | 20 - 26 | 27 - 30 |
|---|------------------------------|---|---|--|---|---|
| | | <i>1</i> <i>4</i> | <i>5</i> <i>8</i> <i>11</i> | <i>12</i> <i>15</i> <i>19</i> | <i>20</i> <i>23</i> <i>26</i> | <i>27</i> <i>30</i> |
| <i>Tone</i> <i>Breath support</i> | Sight-reading not attempted. | Student rarely, if ever , performs with mature, focused characteristic tone . Tone is always thin or spread throughout the range of pitches played. There are consistent and significant flaws in embouchure, air quantity, breath support, equipment or tonal concept. | Student occasionally performs with mature, focused characteristic tone . Tone is consistently thin or spread . There are consistent flaws in embouchure, air quantity, breath support, equipment or tonal concept. | Student sometimes performs with mature, focused characteristic tone with tone often becoming thin or spread in extremes of pitch, dynamic level or phrase length . Breath support is sometimes present. | Student nearly always performs with mature, focused characteristic tone . Tone may become slightly thin or spread, but only in extremes of pitch, dynamic level or phrase length . Breath support is almost always present. | Student always performs with exceptionally mature, focused characteristic tone . Breath support is always used. |
| <i>Pitch/Intonation</i> | Sight-reading not attempted. | Pitches are seldom secure or accurate . Wrong fingerings and missed partials are common. Note-to-note intonation is rarely secure due to significant flaws in breath control, embouchure, worn reed or poor trombone slide technique. | Pitches are mostly accurate and secure , but there are repeated errors (missing the same note in a key repeatedly or playing multiple wrong fingerings/partial). Note-to-note intonation is only sometimes secure due to significant flaws in breath control, embouchure, worn reed or poor trombone slide technique. | Pitches are mostly accurate and secure , but there are multiple isolated errors due to incorrect fingerings or partials . Note-to-note intonation is mostly secure , but there are consistent minor lapses . | Pitches are accurate and secure , but there are a few isolated errors due to a "chipped" note . Note-to-note intonation is secure with occasional minor lapses . | Pitches are always accurate and secure . Note-to-note intonation is very secure with isolated minor lapses . |
| <i>Articulation</i> <i>Note release</i> <i>Note length</i> | Sight-reading not attempted. | No control of articulation or breath release is evident . Articulations are rarely, if ever, performed as written with correct technique and in an appropriate style (slur, legato, staccato, etc.). | Articulations and breath releases are occasionally performed as written. There are consistent flaws in technique that prevent performing the written articulations and style (slur, legato, staccato, etc.). | Articulations and breath releases are sometimes performed as written. There are consistent flaws in technique that prevent performing the written articulations and style (slur, legato, staccato, etc.). | Articulations and breath releases are nearly always performed as written with correct technique and in an appropriate style (slur, legato, staccato, etc.). | Articulations and breath releases are always performed as written with correct technique and in an appropriate style (slur, legato, staccato, etc.). |
| <i>Rhythmic accuracy</i> <i>Pulse control</i> | Sight-reading not attempted. | Rhythm durations are seldom performed accurately . Pulse is rarely, if ever, steady and under the student's control . | Rhythm durations are occasionally performed accurately , but there are frequent or repeated errors . Pulse is erratic , but student demonstrates some control . | Rhythm durations are sometimes performed accurately , but there are frequent or repeated errors . Pulse is erratic , but student demonstrates some control . | Rhythm durations are nearly always performed accurately with a consistent and secure pulse . Errors are minor, isolated and do not significantly distract from the rhythmic flow. | Rhythm durations are always performed accurately with a consistent and secure pulse . |
| <i>Phrasing</i> <i>Expression</i> | Sight-reading not attempted. | No phrase shape is evident in student's performance. | Student occasionally uses breath control, articulation style, breath release and dynamic shape to indicate phrase shape , but lack of control of technique prevents consistent performance . | Student sometimes uses breath control, articulation style, breath release and dynamic shape to indicate phrase shape , but there are consistent lapses . | Student usually uses breath control, articulation style, breath release and dynamic shape to indicate phrase shape , but there are occasional lapses . | Student consistently and sensitively uses breath control, articulation style, breath release and dynamic shape to indicate phrase shape . |