



## New Mexico Music Educators Association

### Instrumental Music Performance Assessment - **SIGHT READING**

School Name: \_\_\_\_\_

Performance Date: \_\_\_\_\_

Performance Time: \_\_\_\_\_

Director Name: \_\_\_\_\_

Ensemble Name: \_\_\_\_\_

NMAA Classification (Circle): MS/JH 1A 2A 3A 4A 5A 6A

District Number (Circle): 1 2 3 4 6 7

Ensemble Age/Experience (Check): Middle School  9th Grade  High School

Young Middle School  Jr. High School  Young High School

Beginning  Other (5-12 etc.)  Specify \_\_\_\_\_

Sight-Reading Selection Information

(Title, Composer, UIL level - if any, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**ADJUDICATOR:** Please award points for each performance attribute based on the frequency it is achieved (see scale on right), and add these numbers to obtain the total score. Then complete the "Other Factors" section by marking as you see fit. Finally, please add summary comments as well as your signature and adjudicator information on the bottom of the form.

When assigning scores and comments, please keep in mind the differences in preparation time between sight-reading and prepared performances. For example, interpretation of "Almost always appropriate" will differ when students have minutes of preparation time - as opposed to the hours of preparation in a typical stage performance. Thank-you!

Performance Attribute		Score	General Performance Comments	Frequency Descriptor	Points Awarded												
Technical Accuracy	Articulation		<p style="font-size: small; margin-top: 10px;">Space for additional comments on back</p>	Almost Always Appropriate	10												
	Note Accuracy			Consistently Appropriate		9											
	Rhythm / Ens. Precision			Mostly Appropriate	8												
Quality of Sound	Balance / Blend			Frequently Appropriate	7												
	Intonation / Tuning			Occasionally Appropriate	6												
	Tone Quality			Infrequently Appropriate	5												
Musicality	Dynamics / Interpretation			Rarely Appropriate	4												
	Style / Phrasing			Minimally Appropriate	3												
Process	Preparation (During Sight Reading)			<b>Total Points to Final Ratings Conversion</b> Total Score 100-90 I (A) Superior Total Score 89-80 II (B) Excellent Total Score 79-70 III (C) Good Total Score 69-60 IV (D) Fair Total Score 59-0 V (F) Unprepared		2											
	Recovery					1											
Performance Summary	Total Numerical Score		<b>Other Factors (Please Check boxes)</b> This section does not apply to the final score. <table style="width: 100%; margin-top: 5px;"> <tr> <td></td> <td style="text-align: center; font-weight: bold;">Appropriate</td> <td style="text-align: center; font-weight: bold;">Not Appropriate</td> </tr> <tr> <td>1. Performance Department</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>2. Appearance</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td>3. Efficient use of prep time</td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>				Appropriate	Not Appropriate	1. Performance Department	<input type="checkbox"/>	<input type="checkbox"/>	2. Appearance	<input type="checkbox"/>	<input type="checkbox"/>	3. Efficient use of prep time	<input type="checkbox"/>	<input type="checkbox"/>
	Appropriate	Not Appropriate															
1. Performance Department	<input type="checkbox"/>	<input type="checkbox"/>															
2. Appearance	<input type="checkbox"/>	<input type="checkbox"/>															
3. Efficient use of prep time	<input type="checkbox"/>	<input type="checkbox"/>															

Adjudicator's Name (Print): \_\_\_\_\_ Date: \_\_\_\_\_

Adjudicator's Signature: \_\_\_\_\_ Judge No. \_\_\_\_\_

**Technical Accuracy** (Consider articulation, rhythmic accuracy, ensemble precision and note accuracy.)

**Quality of Sound** (Consider balance, blend, intonation, tuning and tone quality.)

**Musicality** (Consider dynamics, interpretation, style and phrasing.)

**Procedure** (Consider preparation during sight reading and error-recovery during performance.)

**Other Factors** (Consider the appropriateness of the selected reading repertoire for the given ensemble as well as performance deportment and appearance.)