



New Mexico Music Educators Association

Instrumental Music Performance Assessment

School Name: Mesa View

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

Selections and Composers

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 _____

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. 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																					
	Technique			Frequently Appropriate	7																					
Quality of Sound	Balance / Blend			Occasionally Appropriate	6																					
	Intonation / Tuning			Infrequently Appropriate	5																					
	Tone Quality			Rarely Appropriate	4																					
Musicality	Dynamics			<p>Total Points to Final Ratings Conversion</p> <table style="font-size: small; margin: 0 auto;"> <tr><td>Total Score</td><td>100-90</td><td>I (A)</td><td>Superior</td></tr> <tr><td>Total Score</td><td>89-80</td><td>II (B)</td><td>Excellent</td></tr> <tr><td>Total Score</td><td>79-70</td><td>III (C)</td><td>Good</td></tr> <tr><td>Total Score</td><td>69-60</td><td>IV (D)</td><td>Fair</td></tr> <tr><td>Total Score</td><td>59-0</td><td>V (F)</td><td>Unprepared</td></tr> </table>	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	Minimally Appropriate	3
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Interpretation / Style		Sporadically Appropriate	2																							
Phrasing		Almost Never Appropriate	1																							
Performance Summary	Total Numerical Score		<p style="text-align: center;">Other Factors (Please Check boxes)</p> <p style="text-align: center; font-size: small;">This section does not apply to the final score.</p> <table style="width: 100%; text-align: center;"> <tr> <td></td> <td style="font-weight: bold;">Appropriate</td> <td style="font-weight: bold;">Not Appropriate</td> </tr> <tr> <td>1. Stage Department</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. Appearance</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. Repertoire Variety</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. Repertoire Challenge</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>5. Repertoire Selection</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>				Appropriate	Not Appropriate	1. Stage Department	<input type="checkbox"/>	<input type="checkbox"/>	2. Appearance	<input type="checkbox"/>	<input type="checkbox"/>	3. Repertoire Variety	<input type="checkbox"/>	<input type="checkbox"/>	4. Repertoire Challenge	<input type="checkbox"/>	<input type="checkbox"/>	5. Repertoire Selection	<input type="checkbox"/>	<input type="checkbox"/>			
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5. Repertoire Selection	<input type="checkbox"/>	<input type="checkbox"/>																								

Adjudicator's Name (Print): _____ Date: _____

Adjudicator's Signature: _____ Judge No. _____

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

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

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

Other Factors (Consider repertoire variety, selection and appropriateness of challenge for the given performers as well as stage deportment and appearance.)



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		 <small>Space for additional comments on back</small>	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)			Total Points to Final Ratings Conversion 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											
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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.)



New Mexico Music Educators Association

Vocal Music Performance Assessment

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

Selections and Composers

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 _____

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. Thank-you !

	Performance Attribute	Score	General Performance Comments	Frequency Descriptor	Points Awarded																		
Technical Accuracy	Diction / Vowels		<p style="font-size: small; margin-top: 10px;">Space for additional comments on back</p>	Almost Always Appropriate	10																		
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Adjudicator's Name (Print): _____ Date: _____

Adjudicator's Signature: _____ Judge No. _____

Technical Accuracy (Consider diction, vowels, rhythmic accuracy, ensemble precision, note accuracy and technique.)

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

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

Other Factors (Consider repertoire variety, selection and appropriateness of challenge for the given performers as well as stage deportment and appearance.)



New Mexico Music Educators Association

Vocal 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

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Performance Attribute		Score	General Performance Comments	Frequency Descriptor	Points Awarded	
Technical Accuracy	Diction/Solfege/Vowels		<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	
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	Recovery			Sporadically Appropriate	2	
Performance Summary	Total Numerical Score	Other Factors (Please Check boxes) This section does not apply to the final score.				
		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 diction, solfege, vowels, 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.)

School Year	School	Ensemble	Director
2018-2019			
Date:			

	Performance Attribute	Judge 1	Judge 2	Judge 3	Average
Technical Accuracy	Articulation	0	0	0	0.0
	Note Accuracy	0	0	0	0.0
	Rhytm/Ens. Precision	0	0	0	0.0
	Technique	0	0	0	0.0
Quality of Sound	Blance/Blend	0	0	0	0.0
	Intonation/Tuning	0	0	0	0.0
	Tone Quality	0	0	0	0.0
Music -ality	Dynamics	0	0	0	0.0
	Interpretation/Style	0	0	0	0.0
	Phrasing	0	0	0	0.0

Areas of Strength, Areas of Improvement:

Adjuication Comments I can apply to rehearsal:

Goals for next assessment:

School Year	School	Ensemble	Director
2018-2019			
Date:			

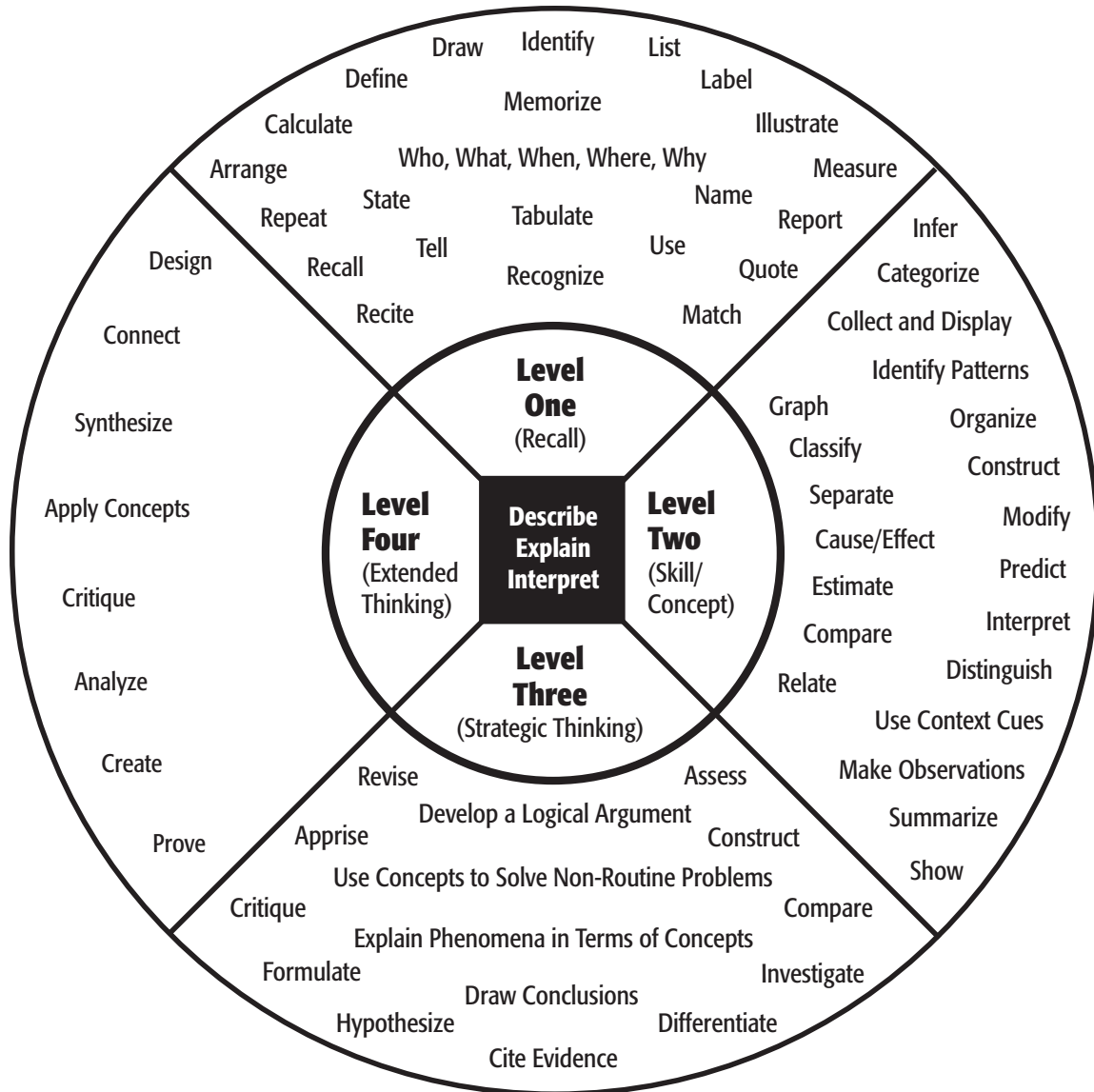
	Performance Attribute	Judge 1	Judge 2	Judge 3	Average
Technical Accuracy	Diction/Vowels	0	0	0	0
	Note Accuracy	0	0	0	0
	Rhythm/Ens. Precision	0	0	0	0
	Technique	0	0	0	0
Quality of Sound	Blance/Blend	0	0	0	0
	Intonation/Tuning	0	0	0	0
	Tone Quality	0	0	0	0
Music -ality	Dynamics	0	0	0	0
	Interpretation/Style	0	0	0	0
	Phrasing	0	0	0	0

Areas of Strength, Areas of Improvement:

Adjuciation Comments I can apply to rehearsal:

Goals for next assessment:

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		