

Scales Rubric

The Rubric below will be used to assess all ensembles for the performance portion of their exam. All students will have 2 minutes to perform their scales with a metronome set to 90 BPM. Your performance will also determine placement in band as well as your chair.



- ✓ 104 = 100% for Percussion Ensemble Members
 - 7 Major Scales - Stage 2 - One Octave, and a One Octave F Chromatic Scale - Stage 2
- ✓ 67 = 100% for Beginning Band Members
 - F, Bb, Ab Major Scales - Stage 2, and One Octave Chromatic Scale (F or Bb) - Stage 1
- ✓ 136 = 100% for Intermediate Band Members
 - 7 Major Scales - Stage 2 – One Octave, and a One Octave F Chromatic Scale – Stage 2
- ✓ 147 = 100% for Advanced Band Members
 - 7 Major Scales - Stage 3 – One Octave, and a Two Octave F Chromatic Scale – Stage 3

Domains	Suggestions for Improvement								
Tone <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">4</td> <td>Excellent, mature, and characteristic sound</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Good sound, but lacking in maturity</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Mediocre sound, not very full and focused</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Weak tone, unfocused</td> </tr> </table>	4	Excellent, mature, and characteristic sound	3	Good sound, but lacking in maturity	2	Mediocre sound, not very full and focused	1	Weak tone, unfocused	<ul style="list-style-type: none"> ✓ Breathing exercises ✓ Brass – Buzzing ✓ Long Tones ✓ Daily consistent practice
4	Excellent, mature, and characteristic sound								
3	Good sound, but lacking in maturity								
2	Mediocre sound, not very full and focused								
1	Weak tone, unfocused								
Technique <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">4</td> <td>All or nearly all notes played correctly</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Minor mistakes slightly affected performance (Slurs)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Numerous wrong notes affected performance</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Serious errors, performance significantly affected</td> </tr> </table>	4	All or nearly all notes played correctly	3	Minor mistakes slightly affected performance (Slurs)	2	Numerous wrong notes affected performance	1	Serious errors, performance significantly affected	<ul style="list-style-type: none"> ✓ Practice an easier stage ✓ Practice slower with a metronome and then increase tempo ✓ Review your finger chart or stage one scales ✓ Say the note names and “air band” ✓ Mallet players - Review your sticking (no triple strokes) ✓ Practice the Rule of 5 and “chunk”
4	All or nearly all notes played correctly								
3	Minor mistakes slightly affected performance (Slurs)								
2	Numerous wrong notes affected performance								
1	Serious errors, performance significantly affected								
Tempo <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">4</td> <td>Tempo was steady and appropriate with no rhythmic errors</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Tempo was appropriate, but with some variance</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Tempo was noticeably incorrect or varied</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Tempo was very inconsistent; almost unrecognizable</td> </tr> </table>	4	Tempo was steady and appropriate with no rhythmic errors	3	Tempo was appropriate, but with some variance	2	Tempo was noticeably incorrect or varied	1	Tempo was very inconsistent; almost unrecognizable	<ul style="list-style-type: none"> ✓ Practice with a metronome ✓ Tap your foot while you play ✓ Clap and count ✓ Analyze the counting
4	Tempo was steady and appropriate with no rhythmic errors								
3	Tempo was appropriate, but with some variance								
2	Tempo was noticeably incorrect or varied								
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Stage (All played at 90 BPM) <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">4</td> <td>Stage 3 (Quarter and Two Eighths)</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Stage 2 (Half and Two Quarters)</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Stage 1 (All Halves)</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Not any Stage</td> </tr> </table>	4	Stage 3 (Quarter and Two Eighths)	3	Stage 2 (Half and Two Quarters)	2	Stage 1 (All Halves)	1	Not any Stage	<ul style="list-style-type: none"> ✓ Always play an easier stage before proceeding to the next <ul style="list-style-type: none"> ○ Know what stages YOU can consistently play
4	Stage 3 (Quarter and Two Eighths)								
3	Stage 2 (Half and Two Quarters)								
2	Stage 1 (All Halves)								
1	Not any Stage								
# of Octaves <table border="1" style="width: 100%;"> <tr> <td style="width: 5%; text-align: center;">4</td> <td>Correctly perform 3 Octaves</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Correctly perform 2 Octaves</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Correctly perform 1 Octave</td> </tr> <tr> <td style="text-align: center;">1</td> <td>Incorrectly performed</td> </tr> </table>	4	Correctly perform 3 Octaves	3	Correctly perform 2 Octaves	2	Correctly perform 1 Octave	1	Incorrectly performed	<ul style="list-style-type: none"> ✓ Do not attempt a 2nd or 3rd octave until you have mastered another octave ✓ Play the octave at the stage that is appropriate for YOU
4	Correctly perform 3 Octaves								
3	Correctly perform 2 Octaves								
2	Correctly perform 1 Octave								
1	Incorrectly performed								

Class (Circle One) PE, BBP5 , BB P6, IB, AB

Student Name _____

Instrument _____

Concert Pitch	Tone	Technique	Tempo	Stage	# of Octaves	Score
F Scale						
Bb Scale						
Eb Scale						
Ab Scale						
Db Scale						
G Scale						
C Scale						
F Chromatic						
Bb Chromatic						
Other _____						
Other _____						
Other _____						
Other _____						
Other _____						
						Total:

Teacher Notes
