

MMEA All-State String Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10** full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
- 8** characteristic tone quality in most ranges, but distorts in some passages.
- 6** exhibits some flaws in production (i.e., a slightly thin or unfocused sound, somewhat forced tone).
- 4** has several flaws in basic production (i.e., consistently thin and unfocused sound).
- 2** demonstrates several technical deficiencies.

Intonation

- 10** accurate in all ranges and registers.
- 8** mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation.
- 6** somewhat accurate, but includes out of tune notes. Student adjusts these problems with some success.
- 4** exhibits a basic sense of intonation, but has difficulty adjusting problem pitches.
- 2** not accurate and hinders the quality of performance.

Melodic Accuracy

- 10** all pitches and notes accurate.
- 8** all but one or two pitches and notes accurate.
- 6** all but three or four pitches and notes accurate.
- 4** more than four inaccurate pitches and notes.
- 2** inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Rhythmic Accuracy

- 10** accurate rhythms throughout.
- 8** nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6** many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4** many rhythmic patterns incorrect or inconsistent.
- 2** the majority of rhythmic patterns incorrect.

Tempo

- 10** accurate and consistent with the printed tempo marking(s)
- 8** approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6** different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4** inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2** is not accurate or consistent.

Total Solo

Technique

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

Left Hand

C S R

- demonstrates proper shifting techniques.
- demonstrates proper shifting use of vibrato.
- demonstrates proper left hand facility.

Right Hand

C S R

- demonstrates appropriate slurs as marked
- demonstrates appropriate execution of legato, staccato, marcato and spiccato articulation.
- demonstrates appropriate use of bow length and speed.
- Comments:*

Total Technique

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer.
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.
- performs with effective *bow management*, strokes that compliment the phrase structure.
- Comments:*

Total Musicianship

Subtotal of this page

MMEA All-State String, Scales and Sight Reading Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Sight Reading

(Check **ONE** box **ONLY** per category)

Tone

- 5 full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
- 4 characteristic tone quality in most ranges, but distorts in some passages.
- 3 exhibits some flaws in production (i.e., a slightly thin or unfocused sound, somewhat forced tone).
- 2 has several flaws in basic production (i.e., consistently thin and unfocused sound).
- 1 demonstrates several technical deficiencies.

Intonation

- 5 accurate in all ranges and registers.
- 4 mostly accurate; student adjusts the few problem pitches to an acceptable standard of intonation.
- 3 somewhat accurate, but includes out of tune notes; student adjusts these problem pitches with some success.
- 2 exhibits a basic sense of intonation, but has difficulty adjusting problem pitches.
- 1 not accurate and hinders the quality of performance.

Melodic Accuracy

- 5 all pitches and notes accurate.
- 4 all but one or two pitches and notes accurate.
- 3 all but three or four pitches and notes accurate.
- 2 more than four inaccurate pitches and notes.
- 1 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Rhythmic Accuracy

- 5 accurate rhythms throughout.
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 3 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 2 many rhythmic patterns incorrectly or inconsistently.
- 1 the majority of rhythmic patterns incorrectly.

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 1 not accurate or consistent.

Interpretation

- 5 the highest level of musicality including well-shaped phrases and dynamics.
- 4 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 3 a moderate level of musicality/expression within the performance.
- 2 only a limited amount of musicality/expression within the performance.
- 1 an absence of musical interpretation within the performance.

Comments:

Sight Reading

Technique/Articulation

(Check **ALL** that **APPLY**—worth **2 points each**)

- 2 consistent coordination between bow stroke and finger placement
 - 2 accents as marked
 - 2 slurs as marked
 - 2 staccato articulations as marked
 - 2 dynamics as marked
- Comments:

Total Technique/Articulation

Scale Evaluation

*Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the column that best describes the student's performance (Check **ONE** box **ONLY** per scale requested.)

| Major | Minor | |
|-----------------------------|-----------------------------|---|
| 10 <input type="checkbox"/> | 10 <input type="checkbox"/> | all pitches and notes accurate. |
| 8 <input type="checkbox"/> | 8 <input type="checkbox"/> | all but one or two pitches accurate. |
| 6 <input type="checkbox"/> | 6 <input type="checkbox"/> | all but three or four pitches accurate. |
| 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | all but five or six pitches accurate. |
| 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | missing more than six pitches. |

* A missed note equals incorrect fingering or a severe shifting problem, which results in the sounding of a wrong pitch.

Comments:

Total Scale Evaluation

Technique

(Check **ALL** that **APPLY**—worth **1 point each**)

- 1 both of the major scales have the appropriate rhythmic pattern as required.
 - 1 all scales in the appropriate octave(s) as required.
 - 1 all scales have even and consistent pulse as the required tempo.
 - 1 all scales have the appropriate intonation as the result of proper shifting technique.
 - 1 all scales have a consistent, acceptable tone quality in all registers.
- Comments:

Total Technique

Subtotal of this page

MMEA All-State Woodwinds/Brass Audition Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10** full, rich, and characteristic of the tone quality of the instrument in all ranges and registers
- 8** characteristic tone quality in most ranges, but distorts in some passages
- 6** some flaws in production (i.e., a slightly thin or unfocused sound, breath not always used efficiently)
- 4** several flaws in basic production (i.e., consistently thin and unfocused sound, forced, breath not used efficiently)
- 2** tone quality hinders the quality of performance

Intonation

- 10** accurate in all ranges and registers
- 8** mostly accurate; student adjusts the few problem pitches to an acceptable standard of intonation
- 6** somewhat accurate, but includes out of tune notes; student adjusts these problem pitches with some success
- 4** exhibits a basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches
- 2** not accurate and hinders the quality of performance

Melodic Accuracy

- 10** the majority of pitches and notes accurate
- 8** most pitches and notes accurate
- 6** some inaccurate pitches and notes; has some difficulty with melodic precision
- 4** several inaccurate pitches and notes but displays basic understanding of melodic control
- 2** inaccurate pitches and notes throughout the performance (i.e., missing key signatures, accidentals)

Rhythmic Accuracy

- 10** accurate rhythms throughout
- 8** nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns
- 6** many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used)
- 4** many rhythmic patterns incorrect or inconsistent
- 2** the majority of rhythmic patterns incorrect

Tempo

- 10** accurate and consistent with the printed tempo marking(s)
- 8** approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance
- 6** different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent
- 4** inconsistent, (rushing, dragging, inaccurate tempo changes)
- 2** not accurate or consistent

Comments:

Total Solo Evaluation

Technique

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates appropriate *slurs* as marked
- demonstrates appropriate execution of the legato, staccato and marcato *articulation*
- performs with efficient air support
- performs in the extreme *upper register* of instrument with proper facility and control
- performs in the extreme *lower register* of instrument with proper facility and control

Comments:

Total Technique

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature
- performs with effective *breath management*, inhaling at times that compliment the phrase structure

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Woodwinds/Brass, Scales and Sight Reading Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Sight Reading

(Check **ONE** box **ONLY** per category)

Tone

- 5 full, rich, and characteristic of the tone quality of the instrument in all ranges and registers
- 4 characteristic tone quality in most ranges, but distorts in some passages
- 3 exhibits some flaws in production (i.e., a slightly thin or unfocused sound, somewhat forced tone, breath not always used efficiently)
- 2 has several flaws in basic production (i.e., consistently thin and unfocused sound forced, breath not used efficiently)
- 1 tone quality hinders the quality of performance

Intonation

- 5 accurate in all ranges and registers
- 4 mostly accurate; student adjusts the few problem pitches to an acceptable standard of intonation
- 3 somewhat accurate, but includes out of tune notes; student adjusts these problem pitches with some success
- 2 exhibits a basic sense of intonation, yet has significant problems; student makes no apparent attempt at adjustment of problem pitches
- 1 not accurate and hinders the quality of performance

Melodic Accuracy

- 5 all pitches and notes accurate
- 4 all but one or two pitches and notes accurate
- 3 all but three or four pitches and notes accurate
- 2 more than four inaccurate pitches and notes
- 1 inaccurate pitches and notes throughout the performance (i.e., missing key signatures, accidentals)

Rhythmic Accuracy

- 5 accurate rhythms throughout
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns
- 3 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used)
- 2 many rhythmic patterns incorrectly or inconsistent
- 1 the majority of rhythmic patterns incorrect

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes)
- 1 is not accurate or consistent

Interpretation

- 5 the highest level of musicality including well shaped phrases and dynamics
- 4 high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression
- 3 moderate level of musicality/expression within the performance
- 2 only a limited amount of musicality/expression within the performance
- 1 an absence of musical interpretation within the performance

Total Sight Reading

Technique/Articulation

(Check **ALL** that **APPLY**—worth **2 points each**)

- 2 staccato and legato articulation as marked
- 2 appropriate slurs as marked
- 2 appropriate accents as marked
- 2 appropriate breath management
- 2 appropriate control of dynamics

Comments:

Total Technique/Articulation

Scale Evaluation

*Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the column that best describes the student's performance (Check the **ONE** box **ONLY** per scale requested.)

| Major | Minor | Chromatic | |
|----------------------------|----------------------------|----------------------------|--|
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | all pitches and notes accurate |
| 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | 4 <input type="checkbox"/> | all but one or two pitches accurate |
| 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | 3 <input type="checkbox"/> | all but three or four pitches accurate |
| 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | 2 <input type="checkbox"/> | all but five or six pitches accurate |
| 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | 1 <input type="checkbox"/> | missing more than six pitches |

* A missed note equals incorrect.

Total Scale Evaluation

Technique

(Check **ALL** that **APPLY**—worth **1 point each**)

- 1 major and minor scales have the appropriate rhythmic pattern as required
- 1 the chromatic scale has the appropriate rhythmic pattern as required
- 1 all scales have even and consistent pulse at the required tempo
- 1 all scales have the appropriate articulation as required
- 1 all scales have a consistent, acceptable tone quality in all registers

Comments:

Total Technique

Subtotal of this page

MMEA All-State Timpani Solo Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 not accurate or consistent.

Rhythmic Accuracy

- 10 accurate rhythms throughout.
 - 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
 - 6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
 - 4 many rhythmic patterns incorrect or inconsistent.
 - 2 the majority of rhythmic patterns incorrect.
- Comments:

Total Solo Evaluation

Intonation/Pitches

(Check **ALL** that APPLY—worth **2 points each**)

- 2 demonstrates the ability to tune a *specific drum* appropriately through the use of a reference pitch to the performance.
 - 2 demonstrates accuracy of *intervallic* tuning between the instruments before beginning solo.
 - 2 tunes the instrument *up* to the pitches needed through the increase of head tension, *prior to the performance*.
 - 2 demonstrates the accuracy of changing and tuning pitches during the solo. (When applicable)
 - 2 performs the correct notes and pitches as written, (i.e., strikes the correct drum for pitch required)
- Comments:

Total Intonation

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

- C S R**
- demonstrates mallet selection appropriate for the proper tone and articulation of solo.
 - performs evenness in rolls, sustaining sound with evenly spaced single strokes.
 - performs proper sticking; appropriate use of left and right hand.
 - strikes the proper area on all drums; providing a consistent tone quality.
 - performs proper dampening; stopping sound effectively using appropriate finger positions
- Comments:

Total Technique/Articulation

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

- C S R**
- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
 - demonstrates *dynamic contrast* notated by composer.
 - demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
 - demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.
- Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Mallet Solo Adjudicator's Form

Total
audition
score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Melodic Accuracy

- 10 the majority of pitches and notes are accurate.
8 most pitches and notes are accurate.
6 some inaccurate pitches and notes; has some difficulty with melodic precision.
4 several inaccurate pitches and notes but displays basic understanding of melodic control.
2 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
5 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
4 inconsistent, (rushing, dragging, inaccurate tempo changes).
2 is not accurate or consistent.

Rhythmic Accuracy

- 10 accurate rhythms throughout.
8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
4 many rhythmic patterns incorrect or inconsistent.
2 the majority of rhythmic patterns incorrect.

Comments:

Total Solo Evaluation

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- performs with a clear differentiation between styles of articulation as marked.
 performs evenness in rolls, sustaining sound with evenly spaced single strokes.
 performs proper sticking; appropriate use of left and right hand.
 strikes the proper area on the instrument allowing for the most effective tone quality.
 uses the appropriate mallets (mallets are consistent with the style of the solo).

Comments:

Total Technique/Articulation

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes** 3 points **R = Rarely** 1 point

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
 demonstrates *dynamic contrast* notated by composer.
 demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
 demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Snare Drum Solo Adjudicator's Form

Total audition score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 not accurate or consistent.

Rhythmic Accuracy

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrect or inconsistent.
- 2 the majority of rhythmic patterns incorrect.

Comments:

Total Solo Evaluation

Fundamentals

(Check **ALL** that **APPLY** -worth 2 points each)

- 2 uses an appropriate grip; (matched or traditional), Fingers are placed appropriately on the sticks to ensure for proper performance technique.
- 2 stick height is appropriate for the style and dynamics of music being performed.
- 2 varies the tone quality of the performance; appropriate for the style and dynamics of the music.
- 2 performs with proper sticking; appropriate use of left and right hand.
- 2 choice of sticks is appropriate for the style and character of performance.

Comments:

Total Fundamentals

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- performs with a clear differentiation between styles of articulation as marked.
- performs evenness in rolls, sustaining sound with evenly spaced single strokes.
- uses sticking patterns which are appropriate for the rudiment required.
- rudimental ornamentation does not effect the rhythmic integrity of the performance.
- performs rudimental passages at the appropriate dynamic as marked.

Comments:

Total Technique/Articulation

Musicianship

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- demonstrates control of musical *time and pulse* appropriate for the style of music. (i.e., use of steady beat, and/or use of rubato, ritardando, stringendo)
- demonstrates *dynamic contrast* notated by composer.
- demonstrates the ability to *shape and contour* the melodic line; dynamic nuance not notated by composer.
- demonstrates a high level of expressiveness through the appropriate involvement, *intensity and dramatic presentation* of literature.

Comments:

Total Musicianship

Subtotal of this page

MMEA All-State Percussion Sight Reading Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Solo Evaluation

(Check **ONE** box **ONLY** per category)

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 1 not accurate or consistent.

Rhythmic Accuracy

- 5 accurate rhythms throughout.
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 3 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 2 many rhythmic patterns incorrect or inconsistent.
- 1 the majority of rhythmic patterns incorrect.

Interpretation

- 5 the highest level of musicality including well-shaped phrases and dynamics.
 - 4 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
 - 3 a moderate level of musicality/expression within the performance.
 - 2 only a limited amount of musicality/expression within the performance.
 - 1 an absence of musical interpretation within the performance.
- Comments:*

Total Solo Evaluation

Technique/Articulation

(Check **ALL** that **APPLY** –worth **1 point each**)

- 1 clear differentiation between styles of articulation as marked.
- 1 evenness in rolls, sustaining sound with evenly spaced single strokes.
- 1 appropriate accents as marked.
- 1 appropriate ornamentation as marked. (flams, drags, etc.)
- 1 appropriate length of notes as marked.

Comments:

Total Technique/Articulation

Tone

(Check **ALL** that **APPLY** –worth **1 point each**)

- 1 strikes the proper area on the instrument.
- 1 proper stroke. The manner in which the sound is produced is clear and controlled.
- 1 proper balance and strength between the left and right hand.
- 1 appropriate mallet choice (mallets are consistent with the style of the solo).
- 1 appropriate amount of tension in grip.

Comments:

Total Tone

Snare Drum Sight Readers Only

Only check **ONE** box in this category if it applies to the student's performance—worth **2 points**.

- 2 appropriate rudimental control.

Total Snare Drum

Timpani or Mallet Sight Readers Only

Only check **ONE** box in this category if it applies to the student's performance—worth **2 points**.

- 2 high degree of melodic accuracy.

Subtotal Timpani/Mallet

Subtotal of this page

MMEA All-State Jazz Drum and Interpretive Styles Form

Total audition score:

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Evaluation of Prepared Piece

(Check **ONE** box **ONLY** per category)

Rhythmic Accuracy

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrect or inconsistent.
- 2 the majority of rhythmic patterns incorrect.

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 not accurate or consistent

Interpretation

- 10 the highest level of musicality including well shaped phrases and dynamics.
- 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 6 a moderate level of musicality/expression within the performance.
- 4 many rhythmic patterns incorrect or inconsistent.
- 2 musical expression inhibited by technique.

Comments:

Total Prepared Piece Evaluation

Technique

(Check **ALL** that **APPLY** –worth 2 points each)

- 2 independence of bass drum and cymbal feet
- 2 clear differentiation between types of accents/kicks.
- 2 independence of feet and hands.
- 2 independence of left and right hands.
- 2 appropriate control of sticks through the use of the proper grip and stroke.

Comments:

Total Technique

Interpretive Styles–Swing

(Check **ALL** that **APPLY** –worth 2 points each)

- 2 appropriate rhythmic control for style required.
- 2 appropriate use of bass drum for style required.
- 2 appropriate cymbal technique for style required.
- 2 appropriate placement of fills which contribute to the energy of the performance and outline formal structures.
- 2 flexible use of elements of expression (dynamics, accents, etc.).

Interpretive Styles–Swing Solo Breaks

(Check **ALL** that **APPLY** –worth 2 points each)

- 2 appropriate control of two bar break.
- 2 appropriate control of four bar break.
- 2 appropriate control of eight bar break.
- 2 high level of rhythmic creativity during breaks.
- 2 appropriate presentation of the swing style within the individual solo breaks.

Interpretive Styles–Jazz/Rock

(Check **ALL** that **APPLY** –worth 2 points each)

- 2 appropriate rhythmic control for style required.
- 2 appropriate use of bass drum for style required.
- 2 appropriate cymbal technique for style required.
- 2 appropriate placement of fills which contribute to the energy of the performance and outline formal structures.
- 2 flexible use of elements of expression (dynamics, accents, etc.).

Interpretive Styles–Jazz/Rock Solo Breaks

(Check **ALL** that **APPLY** –worth 2 points each)

- 2 appropriate control of two bar break.
- 2 appropriate control of four bar break.
- 2 appropriate control of eight bar break.
- 2 high level of rhythmic creativity during breaks.
- 2 appropriate presentation of the swing style within the individual solo breaks.

Subtotal of this page

MMEA All-State Jazz Sax and Brass Adjudicator's Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Lead Sheet Evaluation

(Check **ONE** box **ONLY** per category)

Tone

- 10 full, rich, and characteristic of the tone quality of the instrument in all ranges and registers.
- 8 of a characteristic tone quality in most ranges, but distorts in some passages.
- 6 exhibits some flaws in production (i.e., a slightly thin or unfocused sound, breath not always used efficiently).
- 4 has several flaws in basic production (i.e., consistently thin and unfocused sound, forced, breath not used efficiently).
- 2 a tone quality which hinders the quality of performance.

Intonation

- 10 accurate in all ranges and registers.
- 8 mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation.
- 6 somewhat accurate, but includes out of tune notes. The student adjusts these problem pitches with some success.
- 4 exhibits a basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches.
- 2 not accurate and hinders the quality of performance.

Melodic Accuracy

- 10 the majority of pitches and notes accurate.
- 8 most pitches and notes accurate.
- 6 the majority of pitches and notes accurate; however has some difficulty with melodic precision.
- 4 several inaccurate pitches and notes but displays basic understanding of melodic control.
- 2 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Rhythmic Accuracy

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrect or inconsistent.
- 2 the majority of rhythmic patterns incorrect.

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 not accurate or consistent.

Comments:

Total Lead Sheet Evaluation

Technique/Articulation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- appropriate and accurate use of jazz articulation.
- appropriate jazz inflections as marked (i.e., scoops, doits, etc.).
- appropriate style of eighth notes used.
- appropriate mood as it relates to musical setting.
- appropriate length of notes as marked (i.e., legato, staccato, etc.).

Comments:

Total Technique/Articulation

Interpretation

(Check the **ONE** box that applies to each category)

C = Consistently 5 points **S = Sometimes 3 points** **R = Rarely 1 point**

C S R

- swing eighth notes are appropriate to the particular style and period of the solo.
- high level of musicality, including well-shaped phrases and dynamics.
- syncopated rhythms with appropriate articulations (including breath accents, marcato accents, etc.) lending emphasis to the syncopation.
- appropriate amount and style of vibrato with regard to the period and style of the solo.
- appropriate articulation pattern which enhances the syncopation and creates ease of melodic flow.

Comments:

Total Interpretation

Subtotal of this page

MMEA All-State Jazz Guitar, Bass and Piano Solo/Comp Form

| |
|--------------------------------------|
| Total audition score: |
|--------------------------------------|

Name _____

Instrument _____

Grade _____

School Code _____

Adjudicator's Signature: _____

Comping

(Check **ALL** that **APPLY** –worth **2 points each**)

Major Keys: ii - V and 1 Comp

- 2 an outline of the appropriate chord functions and qualities.
- 2 an understanding of harmonic sequence.
- 2 appropriate placement of non-chord tones.
- 2 voice leading which is a smooth and logical movement from chord to chord.
- 2 a rhythmic presentation which accounts for the style required.

Total Major Keys

Minor Keys: ii - V and 1 Comp

- 2 an outline of the appropriate chord functions and qualities.
- 2 an understanding of harmonic sequence.
- 2 appropriate placement of non-chord tones.
- 2 voice leading which is a smooth and logical movement from chord to chord.
- 2 a rhythmic presentation which accounts for the style required.

Total Minor Keys

Blues

- 2 accurate placement of chords, or chord tones appropriate to the function of harmony across time.
- 2 smooth and logical voice leading from chord to chord.
- 2 proper use of extensions, substitutions and alterations.
- 2 appropriate rhythmic patterns for style required.
- 2 maintaining steady beat in comping pattern.

Total Blues

Harmonic Understanding

- 2 appropriate formations of diminished chords within the harmonic context.
- 2 appropriate formations of augmented chords within the harmonic context.
- 2 appropriate formations and usage of altered chords within the harmonic context.
- 2 voice leading which is a smooth and logical movement from chord to chord.
- 2 appropriate usage of complex chord structures.

Total Harmonic Understanding

Lead Sheet Evaluation

(Check **ONE** box **ONLY** per category)

Rhythmic Accuracy

- 10 accurate rhythms throughout.
- 8 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 6 many rhythmic patterns accurate, but some lack precision (approximation of rhythm patterns used).
- 4 many rhythmic patterns incorrect or inconsistent.
- 2 the majority of rhythmic patterns incorrect.

Tempo

- 10 accurate and consistent with the printed tempo marking(s)
- 8 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 6 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 4 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 2 not accurate or consistent.

Interpretation

- 10 the highest level of musicality including well-shaped phrases and dynamics.
- 8 a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
- 6 a moderate level of musicality/expression within the performance.
- 4 only a limited amount of musicality/expression within the performance
- 2 an absence of musical interpretation within the performance.

Melodic Accuracy

- 10 the majority of pitches and notes accurate.
- 8 most pitches and notes accurate.
- 6 the majority of pitches and notes accurately; however has some difficulty with melodic precision.
- 4 several inaccurate pitches and notes but displays basic understanding of melodic control.
- 2 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Comments:

Total Lead Sheet Evaluation

Subtotal of this page

MMEA All-State Jazz Melodic Instrument Scales, Sight Reading & Improvisation Form

Name _____

Instrument _____

Grade _____ School Code _____

Adjudicator's Signature: _____

Scale Evaluation

* Fill in the names of the scales selected for assessment in the spaces provided. Check the box in the **column** that best describes the student's performance.

- 5 = all pitches and notes accurately
- 4 = all but 1 to 2 pitches accurately
- 3 = all but 3 to 4 pitches accurately
- 2 = all but 5 to 6 pitches accurately
- 1 = missing more than six pitches

| Major | Harmonic Minor | Aeolian Mode | Dorian Mode | Phrygian Mode |
|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> | 5 <input type="checkbox"/> |

* A missed note equals incorrect fingering or a severe crack of a note which results in the sounding of a wrong pitch.

Total Scale Evaluation

Technique

(Check **ALL** that **APPLY** –worth **1 point each**)

- 1 adequate breath control (Strings left hand technique).
- 1 consistently both ascending and descending.
- 1 all scales with even and consistent pulse at the required tempo.
- 1 all scales with appropriate control of articulation.
- 1 all scales with a consistent, acceptable tone quality in all registers.

Total Technique

Rhythm, Melody, Tempo

(Check **ONE** box **ONLY** per category)

Rhythmic Accuracy

- 5 accurate rhythms throughout.
- 4 nearly accurate rhythms, but lacks precise interpretation of some rhythm patterns.
- 3 many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used).
- 2 many rhythmic patterns incorrectly or inconsistently.
- 1 the majority of rhythmic patterns incorrectly.

Melodic Accuracy

- 5 the majority of pitches and notes accurate.
- 4 all but one or two pitches and notes accurate.
- 3 all but three or four pitches and notes accurate.
- 2 more than four inaccurate pitches and notes.
- 1 inaccurate pitches and notes throughout the performance. (i.e., missing key signatures, accidentals).

Tempo

- 5 accurate and consistent with the printed tempo marking(s)
- 4 approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance.
- 3 different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent.
- 2 inconsistent, (rushing, dragging, inaccurate tempo changes).
- 1 not accurate or consistent.

Total Rhythm/Melody/Tempo

Improvisation Evaluation

Tonality

- 10 all melodic patterns in proper context of all contrasting harmonic changes.
- 8 most melodic patterns in proper context of all contrasting harmonic changes
- 6 many melodic patterns in proper context of all contrasting harmonic changes
- 4 only some melodic patterns in proper context of all harmonic changes, mainly with relation to the tonic.
- 8 outside the context of the harmonic changes.

Rhythm

- 10 advanced rhythmic patterns (i.e., pickups, syncopation, etc.) which are creative and appropriate to the style and setting of the accompaniment.
- 8 contrasting rhythmic patterns which include divisions and/or subdivisions of large beats and show competence in rhythmic creativity.
- 6 a few interesting rhythmic patterns (divisions and/or subdivisions) but without much contrast.
- 4 proper sense of meter throughout, but only creates uncomplicated rhythmic patterns (large beat reference).
- 2 fairly consistent tempo (steady beat) throughout, but solo lacks rhythmic creativity.

Total Improvisation

Conceptual Understanding

(Check **ALL** that **APPLY** –worth **2 points each**)

- 2 a comprehensive conceptual design of large scale solo architecture (a beginning, a middle, and an end).
- 2 motive development (use of sequential extensions).
- 2 a sense of musical syntax with correlating melodic and harmonic resolutions.
- 2 linear and melodic invention rather than a reliance on unrelated melodic licks and scale sequences.
- 2 a chosen mood appropriate to musical setting.

Total Conceptual Understanding

Creativity

(Check **ALL** that **APPLY** –worth **2 points each**)

- 2 conversational interplay between solo and accompaniment and/or linear solo melodic dialog.
- 2 original solo, melodic ideas offered in fresh personal style.
- 2 original rhythmic patterns that logically extend beyond rhythms of the accompaniment.
- 2 flexible use of elements of expression (dynamics, accents, etc.).
- 2 a degree of freedom and curiosity within acknowledged context of tonality and meter.

Total Creativity

Subtotal of this page