

# chiarts® RUBRIC: INSTRUMENTAL

Score keeper: Sec 1: \_\_\_ Sec 2: \_\_\_ Sec 3: \_\_\_ Total: \_\_\_

Adjudicators: Rate each applicant in all areas. **Please write comments** for each section to support your ratings. If using decimals, please keep to quarters (.25, .5, .75). **A rating of (5) should only be used in rare instances.**

**Given the student's age, this student exhibits:**

## **SECTION 1: PREPARED PIECES**

**1** **2** **3** **4** **5**  
**TONE QUALITY:** Clear, controlled, pitch is accurate

**1**  
Not admissible

**3**  
Average

**4** **5**  
Excellent  
Score keeper: score x 2 = \_\_\_\_\_

**RHYTHM:** Secure, steady, not distracted

**1**  
Not admissible

**3**  
Average

**4** **5**  
Excellent  
Score keeper: score x 2 = \_\_\_\_\_

**INTONATION:** Pitch, projection, vocal variety (for piano and percussion auditions, please give a default score of **3**)

**1**  
Not admissible

**3**  
Average

**4** **5**  
Excellent  
Score keeper: score x 2 = \_\_\_\_\_

**TECHNIQUE/FUNDAMENTALS:** Articulation, facility, coordination

**1**  
Not admissible

**3**  
Average

**4** **5**  
Excellent  
Score keeper: score x 2 = \_\_\_\_\_

**INTERPRETATION:** Expression, musicality

**1**  
Not admissible

**3**  
Average

**4** **5**  
Excellent  
Score keeper: score x 2 = \_\_\_\_\_

Score keeper: total for Sec 1= \_\_\_\_\_

COMMENTS:

ADJUDICATOR SIGNATURE \_\_\_\_\_

DATE \_\_\_\_\_

Score keeper: Sec 1: \_\_\_ Sec 2: \_\_\_ Sec 3: \_\_\_ Total: \_\_\_

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## **SECTION 2: SCALES/SIGHT READING**

**SCALES:** Errors, consistent tempo, pitch errors

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Not admissible		Average		Excellent

SCALE1: \_\_\_\_\_ SCALE 2: \_\_\_\_\_ CHROMATIC?: \_\_\_\_\_

**SIGHT READING:** Rhythm, notes, articulation, tempo, dynamics

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Not admissible		Average		Excellent

Score keeper: total for Sec 2= \_\_\_\_\_

Score keeper: score x 3 = \_\_\_\_\_

Comments:

**SECTION 3: OVERALL IMPACT/POTENTIAL:** Does this student demonstrate potential for growth and passion for Music?

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Demonstrates little potential		Demonstrates moderate potential		Demonstrates high potential

Score keeper: score x 4= \_\_\_\_\_

**RECOMMEND FOR ADMISSION?** YES NO  
(Please circle one)

**ADJUDICATOR SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_