**BAKER UNIVERSITY**  
Music Department  
**Strings Performance Rubric**  
Spring Fall 20___  

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Achievement Level</th>
<th>Jury</th>
<th>Sr. Recital</th>
<th>Forum/Lab</th>
<th>DATE</th>
</tr>
</thead>
</table>

**Major**

**Secondary**

**Strings Performance Rubric**

<table>
<thead>
<tr>
<th>Rating</th>
<th>TONE QUALITY</th>
<th>EXPRESSION (Musicality)</th>
<th>INTONATION</th>
<th>ARTICULATION / BOWING</th>
<th>NOTE ACCURACY</th>
<th>RHYTHMIC ACCURACY</th>
<th>DIFFICULTY OF REPERTOIRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-5</td>
<td>Full bow usage supports focused tone with clarity and resonance. Vibrato, if appropriate, well – supported with evenness across registers.</td>
<td>All aspects of musical expression (phrasing, dynamics, intensity, tempo, ornamentation). Communicates understanding of form, style, and emotional content.</td>
<td>Pitch well - centered throughout all registers.</td>
<td>Clarity of response: staccato short and resonant, legato smooth and facile. Execution is stylistically correct.</td>
<td>Technical passages are executed with security and confidence.</td>
<td>Precise execution. Maintains stability and momentum throughout.</td>
<td>Repertoire selected is appropriate for corresponding level of study.</td>
</tr>
<tr>
<td>2-3</td>
<td>Focused tone but inconsistent bowing causes some unevenness and lack of projection. Vibrato is developing.</td>
<td>Musical expression is inconsistent. Requires more sensitivity in musical expression &amp; style.</td>
<td>Occasional flaws that vary with register and dynamic levels.</td>
<td>Somewhat unclear response: staccato and legato styles occasionally inappropriate.</td>
<td>Inaccuracies occasionally mar overall performance.</td>
<td>Imprecise execution, yet maintains stability and momentum in most passages.</td>
<td>Repertoire selected is below difficulty level of corresponding level of study.</td>
</tr>
<tr>
<td>1</td>
<td>Tone lacks focus, resonance, and energy. Vibrato is non – existent. Improper bow placement.</td>
<td>Overall lack of musical expression and stylistic elements.</td>
<td>Inconsistent pitch, which detracts from overall effectiveness.</td>
<td>Lacks articulation necessary to properly communicate style.</td>
<td>Numerous errors resulting in an ineffective musical performance.</td>
<td>Consistently flawed performance. Instability disrupts tempo.</td>
<td>Repertoire selected is significantly below corresponding level of study.</td>
</tr>
</tbody>
</table>

**COMMENTS**

Additional comments on reverse side.

**Ratings:**

A=32-35  
B=27-31  
C=22-26  
D=17-21  
F=0-16  

**Faculty Signature**  
8/29/08