

**Maryland Music Educators Association  
Spring 2022 Fall Ensemble Festival  
Scoring Rubric**

CATEGORY	5 points = Superior	4 points = Excellent	3 points = Good	2 points = Fair	1 points = Poor
<b>Tone Quality</b>	Outstanding and stylistically appropriate tone in all registers and ranges	Characteristically appropriate tone most of the time. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, clear and centered, but sometimes the tone is inconsistent in the normal playing range. Occasionally the tone quality detracts from overall performance.	The tone is often not focused, clear or centered regardless of the range. Weak or forced tonal production. Tone significantly detracts from the overall performance.	A lack of understanding of characteristic tone or tonal production.
<b>Intonation (vocal, strings, winds--non percussion)</b>	Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation difficulties. Infrequent errors do not detract from the overall performance. There is an attempt to adjust pitch.	Generally accurate intonation with only occasional errors. Pitch adjustment skills are developing.	Pitch is frequently out of tune and pitch adjustment skills are not yet developed.	Unawareness of intonation problems.
<b>Technical Facility and Rhythmic Facility (Percussion only)</b>	Demonstrates outstanding stick, mallet, or hand position to produce optimal tone. Maintains appropriate, steady tempo. Rhythms and patterns are performed accurately.	Minimal rhythmic, tempo, or technical errors. Infrequent errors do not detract from the overall performance.	Generally accurate rhythmic patterns and tempo with only occasional errors. Technical adjustment skills are developing.	Technique and rhythmic performance are frequently inaccurate. Adjustment skills are not yet developed.	Unawareness of rhythmic or technical problems
<b>Technique</b>	Outstanding stylistic posture, position, breathing, articulation, vibrato, and coordination producing precise musical effects.	Proper technique is employed producing appropriate stylistic effects, but has minor inconsistencies in posture, position, breathing, or articulation.	Good facility and technique are employed but is not consistent throughout the performance.	Major inconsistencies in posture, position, breathing, coordination distract from the performance.	Proper and/or appropriate technique is not evident. Little or no control of the sound.

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<b>Interpretation</b>	Highly expressive performance with appropriate style, tempo, phrasing, dynamics. Performs with creative nuance.	Minor lapses in style elements, dynamics, tempo, phrasing. Performs with nuance and style.	Correct tempo and dynamics but lack expressive elements. Sometimes performs with characteristic nuance or style.	Uncharacteristic representation of phrasing, tempo, dynamics, style.	Rarely demonstrates expression and style. Plays the notes and rhythms without interpretation. A lack of understanding of style, dynamics, phrasing, tempo.
<b>Performance Factors</b>	Literature chosen is appropriate for the event and the skill level of musician(s). Outstanding performance demeanor.	The literature chosen is slightly more difficult than the musician(s) abilities. Excellent performance demeanor.	The literature is appropriate for the event, but the level of difficulty is too high or too low for the musician. General poise and performance demeanor need minor refining.	The literature chosen is not appropriate for the musician(s) or performance and/or not within the musician(s) skill set. Stage demeanor needs refinement.	The literature is inappropriate for the event, proper performance conduct is lacking, musician is unfocused.
<b>Sense of Ensemble Balance and Blend</b> <b>(Ensembles only)</b>	Outstanding sense of ensemble demonstrated by a clear understanding of how each part fits into the ensemble AND/OR balance and blend is consistently accurate throughout the performance.	A sense of ensemble is evident most of the time through a general understanding of how each part fits into the ensemble AND/OR There are infrequent errors in balance or blend that do not detract from the overall performance.	The musicians are often sensitive to each player in the ensemble, but occasional errors regarding the sense of ensemble are evident AND/OR occasional errors in balance or blend are heard throughout the performance, although a general sense of balance and blend are maintained.	A sense of ensemble AND/OR balance and blend is inconsistent and distracts from the overall performance.	Musicians demonstrate a lack of understanding and sensitivity to the ensemble.
<b>Solo Ratings</b>	<b>22-25 points = I (Superior)</b>	<b>18-21 points = II (Excellent)</b>	<b>13-17 points = III (Good)</b>	<b>8-12 points = IV (Fair)</b>	<b>5-7 points = V (Poor)</b>
<b>Ensemble Ratings</b>	<b>27-30 points = I (Superior)</b>	<b>21-26 points = II (Excellent)</b>	<b>15-20 points = III (Good)</b>	<b>9-14 points = IV (Fair)</b>	<b>6-8 points = V (Poor)</b>