

### Sophomore Comprehensive Guitar Performance Rubric

<b>Scoring Level</b>	<b>4-Accomplished</b>	<b>3-Competent</b>	<b>2-Developing</b>	<b>1-Beginning</b>	<b>N/A</b>
<b>Tone Quality</b>	Performs with an accomplished tone throughout the performance. Utilizes appropriate striking angles, nail shapes/preparation, timbre changes, articulations, and so forth.	Performs with a competent tone throughout the performance. Utilizes competent hand positions, nail shapes/preparation, timbre changes, articulations, and so forth.	Performs with a developing tone throughout the performance. Utilizes developmental hand positions, nail shapes/preparation, timbre changes, articulations, and so forth.	Fails to demonstrate an acceptable tone throughout the performance. Utilizes novice hand positions, nail shapes/preparation, timbre changes, articulations, and so forth.	
<b>Technique</b>	Demonstrates an accomplished physical knowledge of the instrument throughout performance. Utilizes efficient hand positions and finger motions. Exhibits an accomplished level of mechanical fluency, including body position and posture.	Demonstrates competent physical knowledge of the instrument throughout the performance. Utilizes competent hand positions and finger motions. Exhibits a competent level of mechanical fluency, including body position and posture.	Demonstrates a developing physical knowledge of the instrument throughout the performance. Utilizes developmental hand positions and finger motions. Exhibits a developmental level of mechanical fluency, including body position and posture. Has significant problems in one or more areas.	Fails to demonstrate an appropriate physical knowledge of the instrument throughout the performance. Does not utilize acceptable hand positions and finger motions. Exhibits a novice level of mechanical fluency, including body position and posture. Has significant problems throughout the performance.	
<b>Phrasing and Interpretation</b>	Exhibits accomplished phrasing and interpretive strategies. The performance is historically informed and reflects an accomplished knowledge of the style period and the composer, including tempo, breath locations, dynamic contrasts, and other interpretive devices.	Exhibits competent phrasing and interpretive strategies. The performance is historically informed and reflects a competent knowledge of the style period and the composer, including tempo, breath locations, dynamic contrasts, and other interpretive devices.	Exhibits developmental phrasing and interpretive strategies. The performance reflects a developmental knowledge of the style period and the composer, including tempo, breath locations, dynamic contrasts, and other interpretive devices.	Plays composition at an inappropriate tempo, with no definition of phrases, and no expressive qualities.	
<b>Accuracy</b>	Performs rhythms and notes with a high level of accuracy. Plays in tune with the accompaniment and within the instrument.	Performs rhythms and notes with a competent level of accuracy. Plays in tune most of the time with the accompaniment and within the instrument.	Shows a limited fluency in performance. Many missed rhythms, notes, and intonation problems.	Shows a limited fluency in performance. Many missed rhythms, notes, and intonation problems.	
<b>Professionalism</b>	Owens a professional instrument. Performs with new strings. Dresses appropriately and acts professionally. Selected literature represents an accomplished level.	Owens a competent instrument. Performs with adequate strings. Dresses appropriately and acts professionally. Selected literature represents a competent level.	Owens a developmental instrument. Performs with marginal strings. Dresses appropriately and acts professionally. Selected literature represents a developmental level.	Owens an unsuitable instrument. Performs with dead strings. Dresses or acts professionally. Selected literature represents a novice level.	
<b>Overall Performance Comprehensive</b>	Demonstrates all components of an outstanding collegiate music performance.	Demonstrates most components of a good collegiate music performance.	Demonstrates some components of an adequate collegiate music performance.	Fails to demonstrate components of an acceptable collegiate music performance.	
<b>STUDENT NAME</b>					