

### Sophomore Comprehensive Rubric – Orchestral Strings

Scoring Level	4-Accomplished	3-Competent	2-Developing	1-Beginning	N/A
<b>Tone Quality</b>	Plays with a representative tone of the instrument, demonstrating appropriate instrument position, bow hold, and other physical techniques.	Plays with a representative tone through most of the composition, some slight inconsistent or inappropriate tone, some slight physical technique	Plays with a developing sound, numerous tonal issues, numerous physical setup issues.	Fails to demonstrate an acceptable tone quality on the instrument throughout the performance. Demonstrates poor physical form on instrument.	
<b>Intonation</b>	Demonstrates mastery of intonation. Performed pieces are absolutely in tune.	Demonstrates generally good intonation. Very few notes/passages may contain slight intonation issues.	Intonation is noticeably lacking. Large sections of performed pieces exhibit intonation issues.	Fails to demonstrate intonation. Music is out of tune throughout.	
<b>Phrasing and Interpretation</b>	Performance represents style and composer in a historically accurate manner. Clear definition of dynamic contrast and other expression.	Plays composition at an appropriate tempo, demonstrates clear phrases, and may add some expressive interpretation.	Plays composition at an appropriate tempo but does not clearly define phrasing or add expressive elements. Little contrast in dynamics.	Plays composition at an inappropriate tempo, with no definition of phrases, and no expressive qualities.	
<b>Accuracy</b>	Performs rhythms, notes, and articulations with a high level of accuracy. Good ensemble with the accompaniment, both musically and technically.	Performs rhythms and notes with a competent level of accuracy. Ensemble with accompaniment is mostly very good, but small sections may suffer ensemble issues.	Shows a limited fluency in performance. Many missed rhythms and notes. Ensemble with accompaniment had large areas of inconsistency.	Performs few accurate notes or rhythms. Ensemble with accompaniment is poor.	
<b>Overall Performance Comprehensive</b>	Demonstrates all components of an outstanding performance of the repertoire.	Demonstrates most components of a good performance of the repertoire.	Demonstrates some components of an adequate performance of the repertoire.	Fails to demonstrate components of an acceptable performance of the repertoire.	
<b>STUDENT NAME</b>					