

## Louisiana Music Educators Association Instrumental State Solo Rubric

Category	Exemplary Evidence	Clear Evidence	Developing Evidence	No Evidence at This Time
Tone Quality, Breath Support and Posture	<ul style="list-style-type: none"> <li>• Tone is resonant, consistently supported and energized throughout.</li> <li>• Posture promotes effective performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Infrequent and minor tone quality problems.</li> <li>• Correct performance posture evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Inconsistencies evident in tone quality and breath support.</li> <li>• Evidence of tension in posture.</li> </ul>	<ul style="list-style-type: none"> <li>• A lack of understanding is evident in tone quality.</li> <li>• Tone is over-sung causing distortion in range and register.</li> <li>• Breath support is inadequate to produce a quality tone</li> <li>• Posture development not evident.</li> </ul>
Intonation	<ul style="list-style-type: none"> <li>• Performance is in tune throughout.</li> <li>• Register adjustments are fluent.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance is in tune most of the time.</li> <li>• Minor register adjustment problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance shows evidence of intonation problems.</li> <li>• Some evidence that registers are pushed.</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of tonal center resulting in inconsistent intonation.</li> <li>• Transition through registers is forced.</li> </ul>
Dynamics	<ul style="list-style-type: none"> <li>• Performance displays musical intent through varied and appropriate dynamic levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate dynamic levels are evident throughout most of the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited dynamic variation is demonstrated in the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic differences are absent in the performance or indicate little musical sense.</li> </ul>
Rhythm and Tempo	<ul style="list-style-type: none"> <li>• Rhythms are precise and appropriately interpreted.</li> <li>• Tempos are proper with regard to style.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythms are accurate most of the time.</li> <li>• Tempo choices are relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic accuracy is inconsistent.</li> <li>• Tempo choices interfere with interpretation of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhythmic accuracy indicates a lack of internal pulse.</li> <li>• Tempos indicate little regard for style or interpretive intent.</li> </ul>
Technical Preparation	<ul style="list-style-type: none"> <li>• Mastery level of instrumental flexibility is evident throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with instrumental technique occur infrequently.</li> </ul>	<ul style="list-style-type: none"> <li>• Problems with instrumental technique are encountered throughout the performance.</li> </ul>	<ul style="list-style-type: none"> <li>• No indication of an acceptable level of instrumental technique.</li> </ul>
Musical Effect, Expression, and Sense of Ensemble	<ul style="list-style-type: none"> <li>• Performance is stylistically correct.</li> <li>• Phrases artistically shaped with nuances.</li> <li>• Sensitivity to text portrays composer's intent.</li> <li>• Instrumental solo and accompaniment present a balanced and musical ensemble performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Attention to style is evident.</li> <li>• Evidence of musical line in phrases.</li> <li>• Text approached with interpretation.</li> <li>• Instrumental solo and accompaniment present evidence of musicianship.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance shows little attention to stylistic intent.</li> <li>• Phrases lack refined shape.</li> <li>• Communication of text is often obscure.</li> <li>• Instrumental solo and accompaniment present inconsistent attributes of ensemble performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance is void of stylistic presentation. Phrases are not discernable.</li> <li>• No connection of text and musical line evident in interpretation.</li> <li>• No evidence of musical communication between instrumental solo and accompaniment.</li> </ul>