

Student Name: _____ Period: _____ Instrument: _____

OBJECTIVE	BASIC 1	DEVELOPING 2	PROFICIENT 3 4	EXEMPLARY 5	SCORE
TEMPO & STEADY BEAT	Rarely maintains a steady beat. Plays at own tempo.	Maintains a steady beat some of the time. Plays at own tempo.	Maintains a steady beat through most of music at the teacher-given tempo.	Maintains a steady beat through entire music at teacher-given tempo.	
RHYTHMIC ACCURACY	Gives few notes & rests proper value. More than 4 errors	Gives some notes and rests proper value. 3 – 4 errors	Gives most notes and rests proper values. 1 – 2 errors	Gives all notes and rests proper values.	
PITCH ACCURACY	Plays few pitches correctly. More than 4 errors	Plays some pitches correctly. 3 – 4 errors	Plays most pitches correctly. 1 – 2 errors	Plays all pitches correctly.	
INTONATION (BREATH SUPPORT)	Breath support unsteady. Very few pitches in tune and even.	Breath support steady sometimes. Some pitches in tune and even.	Breath support mostly steady. Most pitches in tune and even.	Excellent breath support. Keeps all pitches in tune and even.	
ARTICULATION	Rarely plays the articulations marked in the music. More than 4 errors	Plays some of the notes with the articulations. 3 – 4 errors	Plays most notes with the articulations marked. 1 – 2 errors	Plays all notes with the articulations marked in music.	
DYNAMICS	Rarely plays the marked dynamics. More than 4 errors	Plays some of the marked dynamics. 3 – 4 errors	Plays most of the marked dynamics. 1 – 2 errors	Plays all of the marked dynamics.	
TONE QUALITY	Rarely creates a characteristic sound for his/her instrument. More than 5 errors	Creates somewhat of a characteristic sound on his/her instrument at times in piece. 3 – 5 errors	Creates a consistent quality of sound that is characteristic of his/her instrument throughout excerpt. 1 – 3 errors	Plays continuously with a great characteristic tone quality on his/her instrument at all times.	
MUSICALITY	Rarely creates a flowing line of music. Breathes often, breaking the line.	Creates a flowing line of music some of the time. Sometimes breathes in between phrases.	Creates a flowing line of music most of the time. Usually breathes in between phrases.	Creates a flowing line of music. Breathes in between phrases so as not to break the line.	
Instructor Comments				TOTAL SCORE	/40

Name: _____

Period: _____

Performance Reflection

On this playing test I was able to (circle one):

SURPASS MY
EXPECTATIONS

JUST MEET MY
EXPECTATIONS

I FELL SHORT OF MY
PERFORMANCE GOAL

LIST THREE PERFORMANCE/PRACTICE STRATEGIES that helped you to be successful (or would have). Do not list items, list actions!

BECAUSE OF HOW I PLAYED TODAY, I KNOW THAT (circle one):

I am a leader in this band class

I fit into my section as an
average player

I am struggling compared to
others

BASED ON MY PERSONAL REFLECTION AS WELL AS THE COMMENTS ON THE FRONT SIDE OF THIS PAPER, I REALIZE THAT THE THING I NEED TO DO THE MOST WHEN I PRACTICE NEXT TIME IS (list one thing that you can improve on the most):

THIS PLAYING TEST WAS (circle one):

SUPER EASY FOR
ME TO DO

MODERATELY
DIFFICULT

VERY HARD

I DIDN'T TRY SO
I'M NOT SURE