Utah High School Activities Association
Piano Solo Festival Adjudication Form
Music Performance Assessment Rubric

Date _____ Time _____ School Size (1A, 2A, 3A, 4A, 5A) _____ Event Category _____

Name of Soloist _____ Director _____

School _____ Festival Location _____

Selection	**Composer/Arranger**	**Publisher**

If an adjudicator becomes aware of copyright infringement, as per UHSAA guidelines, no rating may be given.

Comments

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Signature of Adjudicator _____   Rating _____

Qualify for State: Y   N

Piano Solo Performance Assessment Rubric

Name of Soloist _____   Selection _____

School _____   Director _____

Circle the appropriate comments within the category and column, or columns, as applicable.

		Excellent		**Fair**	
		Superior		**Good**	**Poor**
Position posture, finger, wrist, hand, arm		Consistently appropriate posture, finger, wrist, hand, and arm positions.	Minor problems in positioning such as slouching, too little arch, etc.	A lack of consistent positioning such as flat hands, wrists bent too far forward or back, etc.	Problems in complex passages due to poor positions of wrist, fingers, etc. i.e. heavy touch on fast notes.	Limited ability to use correct posture, finger, wrist, hand, and arm positions.
Technique accuracy to printed pitches, articulation (stacatto, tenuto, accents, etc.) finger dexterity, pedaling, precision of the left and right hand in attacks and releases		Correct notes, and pedaling are consistent throughout the performance. Exceptional precision between both hands with great attention to articulation.	Mostly accurate notes, pedaling, and articulation throughout the performance. Minor lapses in the "ensemble" between left and right hands.	Incorrect pitches on a few occasions with inconsistent articulation, pedal work, and tempo. Both hands occasionally struggle for precise attacks and/or releases.	Pitches and/or articulation and pedaling are incorrect for the composition being performed. There are serious flaws in the precision of both hands.	Frequent pitch errors with a lack of understanding of articulation and pedal work. The hands are rarely precise in their attacks and releases.
Rhythm accuracy of note and rest values, duration, pulse, flow, steadiness, correctness of meters		Outstanding accuracy. Correct pulse, meter and flow used throughout the performance.	Infrequent errors with a pulse that is mostly correct.	A lack of consistency in rhythm, pulse, flow and meter.	Numerous inaccurate rhythms with an incorrect pulse/meter.	An unawareness of rhythms, meter, pulse and flow.
Interpretation style, phrasing, tempo, dynamics, balance of melody to accompaniment		Highly expressive performance with appropriate style, phrasing, tempo and dynamics. Melody is appropriately prominent.	Minor lapses in dynamics, phrasing, correct tempo, and style elements; the melody is occasionally obscured by the accompaniment.	Occasionally rigid and mechanical expression. Correct tempo and dynamics, but lacks expressive elements. Melody is often lost.	Mechanical expression most of the time. Little attention given to melodic line. Lacks in correct phrasing, tempo, dynamics, style, etc.	A lack of understanding of correct style, dynamics, phrasing, and tempo with the melodic line obscured most of the time.
Performance Factors choice of literature, appropriate appearance, poise, general conduct, mannerisms, memory (if required)		Literature chosen is appropriate to the student's skill level. Appearance and performance demeanor are outstanding. Song is well memorized.	Song is memorized, but the literature choice is slightly more difficult than the soloist's current abilities. Excellent performance demeanor.	Appropriate festival literature, but the difficulty level is too high for the performer. General poise and conduct needs some minor improvement.	The literature is not festival appropriate and/or is not within the soloist's current ability to perform. Some memory and/or deportment lapses.	General proper performance conduct is lacking. Major memory flaws.

Rating Table
Superior – I, Excellent – II, Good – III, Fair – IV, Poor – V, No Rating – NR
(Ratings may include + or –, with the highest rating being a (I).)