Guilford County Schools Audition
Sight-Reading Rubric

	0	**1 - 4** ***1 4***	**5 - 11** ***5 8 11***	**12 - 19** ***12 15 19***	**20 - 26** ***20 23 26***	**27 - 30** ***27 30***
Tone ***Breath support***	**Sight-reading not attempted.**	Student **rarely, if ever**, performs with mature, focused **characteristic tone**. Tone is always thin or spread throughout the range of pitches played. There are **consistent and significant flaws** in embouchure, air quantity, breath support, equipment or tonal concept.	Student **occasionally** performs with mature, focused **characteristic tone.** Tone is **consistently thin or spread**. There are **consistent flaws** in embouchure, air quantity, breath support, equipment or tonal concept.	Student **sometimes** performs with mature, focused **characteristic tone** with tone **often becoming thin or spread** in **extremes of pitch**, **dynamic level** or **phrase length**. **Breath support** is **sometimes** present.	Student **nearly always** performs with mature, focused **characteristic tone.** Tone may become **slightly thin or spread**, but **only in extremes of pitch**, **dynamic level** or **phrase length**. **Breath support** is **almost always** present.	Student **always** performs with exceptionally mature, focused **characteristic tone**. **Breath support** is **always** used.
Pitch/ Intonation	**Sight-reading not attempted.**	**Pitches** are **seldom secure** or **accurate**. Wrong fingerings and missed partials are common. **Note-to-note intonation** is **rarely secure** due to **significant flaws** in breath control, embouchure, worn reed or poor trombone slide technique.	**Pitches** are **mostly accurate and secure**, but there are **repeated errors** (missing the same note in a key repeatedly or playing multiple wrong fingerings/partials). **Note-to-note intonation** is only **sometimes secure** due to **significant flaws** in breath control, embouchure, worn reed or poor trombone slide technique.	**Pitches** are **mostly accurate and secure**, but there are **multiple isolated errors due to incorrect fingerings or partials**. **Note-to-note intonation** is **mostly secure**, but there are **consistent minor lapses**.	**Pitches** are **accurate and secure**, but there are a **few isolated errors due to a "chipped" note**. **Note-to-note intonation** is **secure** with **occasional minor lapses**.	**Pitches** are **always accurate** and **secure**. **Note-to-note intonation** is **very secure** with **isolated minor lapses**.
Articulation ***Note release*** ***Note length***	**Sight-reading not attempted.**	**No control of articulation or breath release is evident**. Articulations are **rarely, if ever, performed** as written with **correct technique** and in an **appropriate style** (slur, legato, staccato, etc.).	**Articulations** and **breath releases** are **occasionally performed** as written. There are **consistent flaws in technique** that prevent performing the written **articulations** and **style**. (slur, legato, staccato, etc.).	**Articulations** and **breath releases** are **sometimes performed** as written. There are **consistent flaws in technique** that prevent performing the written **articulations** and **style** (slur, legato, staccato, etc.).	**Articulations** and **breath releases** are **nearly always performed** as written with **correct technique** and in an **appropriate style** (slur, legato, staccato, etc.).	**Articulations** and **breath releases** are **always performed** as written with **correct technique** and in an **appropriate style** (slur, legato, staccato, etc.).
Rhythmic accuracy ***Pulse control***	**Sight-reading not attempted.**	**Rhythm durations** are **seldom performed accurately**. **Pulse is rarely, if ever, steady and under the student's control**.	**Rhythm durations** are **occasionally performed accurately**, but there are **frequent or repeated errors.** **Pulse is erratic**, but student demonstrates **some control**.	**Rhythm durations** are **sometimes performed accurately**, but there are **frequent or repeated errors.** **Pulse is erratic**, but student demonstrates **some control**.	**Rhythm durations** are **nearly always performed accurately** with a **consistent and secure pulse**. **Errors are minor, isolated** and do not significantly distract from the rhythmic flow.	**Rhythm durations** are **always performed accurately** with a **consistent and secure pulse**.
Phrasing ***Expression***	**Sight-reading not attempted.**	**No phrase shape is evident in student's performance.**	Student **occasionally uses breath control, articulation style, breath release and dynamic shape** to indicate **phrase shape**, but **lack of control of technique prevents consistent performance**.	Student **sometimes uses breath control, articulation style, breath release and dynamic shape** to indicate **phrase shape**, but there are **consistent lapses**.	Student **usually uses breath control**, **articulation style**, **breath release** and **dynamic shape** to **indicate phrase shape**, but there are **occasional lapses**.	Student **consistently and sensitively uses breath control**, **articulation style**, **breath release** and **dynamic shape** to **indicate phrase shape**.