

SCALE PERFORMANCE STANDARDS: 10 Point Scale

10	There are no discernible flaws to the most discriminating listener. The presentation takes on all positive characteristics of a professional performance.
9	Maximum tempo is used for the instrument. The scale is well in tune and the performance is perceived as effortless. The performer plays the scale melodically with proper phrase direction, shape and tonal energy. All elements of musicality are present.
8	Tempos are approaching maximum for the instrument. Tone quality is consistent and well-developed over all ranges. Vibrato is refined and mature. Inconsistencies in pitch in extreme ranges may exist to a small degree. Articulation is clear over the range of the scale and does not cause distraction.
7	Takes on all positive characteristics of a "6" but at a faster tempo . There is melodic direction and the scale begins to take on a refined feeling.
6	Starts and articulation are clear and tone quality is characteristic. Technique is even and there is no smearing. The scale is not perceived as slow. Rhythm is totally accurate regarding relation of quarter note and eighth notes: The scale does not rush or drag on the key notes. Octave tuning has been addressed though inconsistencies may exist in the extreme ranges. Vibrato is present on long notes and the last note finishes the phrase musically.
5	All notes are correct. Tone is developing properly but may be inconsistent in the extreme ranges. Rhythm is even or very close and the correct range was performed. Vibrato may or may not be present. Articulation is consistent but may be in need of further attention.
4 - 4.5	Most notes are correct but rhythm may be uneven or the scale was played too fast for accuracy . Tone quality may not be refined but would not be considered poor. Correct range was attempted but may not have been completed.
3	Some of the notes are correct. Tone quality may be poor and the correct range may not have been performed.
2	Tone quality may be poor and many of the notes are wrong , or the student did not finish the scale.
1	The student attempted to play the scale but it is unrecognizable .

GRADING GUIDELINES (Modify as needed)

ALL SCALES (Play 12 + Chromatic in one sitting)	SINGLE ETUDE
<p>High School Varsity Bands</p> <p>Grading Objective: Play 13 scales and average 6 or better.</p> <p>TOTAL = 75 or greater (and all scales ≥ 5)Grade = 100 (A) 75 or greater (1 or more < 5).....Grade = 85 (B) Less than 75.....Grade = 70 (D)</p>	<p>High School Varsity Bands</p> <p>Grading Objective: Perform Etude with Box 4 proficiency.</p> <p>SCORE = 60 or greater.....Grade = 100 (A) 50 - 59.....Grade = 85 (B) 40 - 49.....Grade = 70 (D)</p>
<p>Junior High Varsity Bands High School Sub-Varsity Bands</p> <p>Grading Objective: Play 13 and average 5 or better.</p> <p>TOTAL = 65 or greater (and all scales ≥ 5)Grade = 100 (A) 65 or greater (1 or more < 5).....Grade = 85 (B) Less than 65.....Grade = 70 (D)</p>	<p>Junior High Varsity Bands High School Sub-Varsity Bands</p> <p>Grading Objective: Perform Etude with Upper Box 3 proficiency</p> <p>SCORE = 50 or greater.....Grade = 100 (A) 40 - 49.....Grade = 85 (B) 30 - 39.....Grade = 70 (D)</p>
<p>Fundamental Groups</p> <p>Grading Objective: Play 13 scales and average 4.25 or better.</p> <p>TOTAL = 55 or greater (and all scales ≥ 4)Grade = 100 (A) 55 or greater (1 or more < 4).....Grade = 85 (B) Less than 55.....Grade = 70 (D)</p>	<p>Fundamental Groups</p> <p>Grading Objective: Perform Etude with Box 3 proficiency.</p> <p>SCORE = 40 or greater.....Grade = 100 (A) 30 - 39.....Grade = 85 (B) 20 - 29.....Grade = 70 (D)</p>