

| O'Brien Band Rubric | Tone and Intonation | Rhythm and Steadiness | Posture, Hand Placement, Holding Sticks and Mallets | Note Accuracy | Articulations, Tempo and Dynamics |
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| 8 - Highly Exceeds Standard | Student tone is clear, in tune, and not spitty. Embouchure is perfect, with perfect teeth placement for woodwinds and correct percentage of upper/lowers lips for brass. Chins are flat and pointing downward, and the sound is characteristic of the instrument. Percussion is producing pure tones, hitting the correct spot every time, with proper sticking and volume, and avoid excess noises. Student sound imitates that of professionals. | 100% correct rhythms | Student is sitting/standing up straight, has a great horn angle appropriate for the instrument, and feet are flat on the floor. The student's back is not touching the back of the chair, and the student looks professional. Brass bells are up, and woodwind hands maintain a C shape that doesn't bend upward (they are also not resting fingers on keys they shouldn't be). Percussionists have their instrument at the perfect height, and sticks/mallets are at the correct angle with the correct grip. | 100% correct notes and fingerings | 100% of articulation and dynamic markings correct |
| 7 - Exceeds Standard | Student tone is clear, in tune, and not spitty. Embouchure is perfect, with perfect teeth placement for woodwinds and correct percentage of upper/lowers lips for brass. Chins are flat and pointing downward, and the sound is characteristic of the instrument. Percussion is producing pure tones, hitting the correct spot every time, with proper sticking and volume, and avoid excess noises. | 1 rhythmic inaccuracy | Student is sitting/standing up straight, has a great horn angle appropriate for the instrument, and feet are flat on the floor. The student's back is not touching the back of the chair. Brass bells are up, and woodwind hands maintain a C shape that doesn't bend upward (they are also not resting fingers on keys they shouldn't be). Percussionists have their instrument at the perfect height, and sticks/mallets are at the correct angle with the correct grip. | 1 missed note or fingering | 1 missed articulation or dynamic marking |
| 6 - Highly Meets Standard | Student produces a tone that is mostly clear, but the intonation is off on notes prone to intonation issues on that instrument. Students perform notes they have known awhile with better tone than the new notes they are still unsure about. Percussion is sticking correctly and hitting the correct spot most of the time but plays too loudly/softly and does not understand how their sound needs to fit with the ensemble. | 2 rhythmic inaccuracies | Students are sitting/standing up straight, and the instrument is at the correct angle. Posture is decent, but arms may be too close to the student's side. Percussionists are holding sticks correctly, move thumbs upward or wrists inward as they start playing. | 2 missed notes or fingerings | 2 missed articulation or dynamic markings. |

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| <p>5 - Meets Standard</p> | <p>Student produces a tone that is clear most of the time, but the intonation is off due to insufficient air support. Students perform notes they have known awhile with better tone than the new notes they are still unsure about. Percussion is sticking correctly and hitting the correct spot most of the time, plays too loudly/softly and hits the rim or off the mallet instrument by accident no more than once.</p> | <p>3 rhythmic inaccuracies</p> | <p>Students are sitting/standing up straight, and the instrument is at the correct angle, but there is a finger or two not placed correctly. Posture is decent, but arms may be too close to the student's side. Percussionists are holding sticks correctly, move thumbs upward or wrists inward as they start playing.</p> | <p>3 missed notes or fingerings</p> | <p>3 missed articulation or dynamic markings</p> |
| <p>4 - Approaching Mastery of the Standard</p> | <p>Student has an incorrect embouchure but is attempting to play with good air. Brass players can produce a decent buzz but are not maintaining it through the different ranges of their instrument or when playing their music. Woodwinds are producing sound with a lot of air, but the sound is not clear or characteristic of the instrument. Percussionists are correctly sticking most of the time but are not hitting the instrument in the correct place every time, and occasionally hit the rim of drums or outside of bars.</p> | <p>4 rhythmic inaccuracies</p> | <p>Student's fingers are hanging over the keys, or they are not curved properly, and the student is resting arms on legs or the back of the chair. The instrument is close to the correct angle, but tends to dip down as the student plays. Percussionists are either not holding the sticks correctly, or are not performing with the sticks at the correct angle.</p> | <p>4 missed notes or fingerings</p> | <p>4 missed articulation or dynamic markings</p> |
| <p>3 - Approaching the Standard</p> | <p>Student has an incorrect embouchure but is attempting to play with good air. Brass players are attempting to play with a nice sound but without buzzing properly, and woodwinds are attempting a big sound but with bunch lips for reed players and split notes on flutes. Percussionists are correctly sticking most of the time but are not hitting the instrument in the correct place every time, and occasionally hit the rim of drums or outside of bars.</p> | <p>5-7 rhythmic inaccuracies</p> | <p>Student's fingers are hanging over the keys, or they are not curved properly, and the student is resting arms on legs or the back of the chair. Percussionists are not holding the sticks correctly, and are performing with the sticks at the correct angle.</p> | <p>5-7 missed notes or fingerings</p> | <p>5-7 missed articulation or dynamic markings</p> |

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| <p>2 - Developing Towards Standard</p> | <p>Student has poor embouchure, with air leaking out when performing, teeth placement incorrect and lips bunched up. Student is not supporting their sound with air, and tone is weak, airy, and flat. Brass players are not playing with a good buzz. Students are “breathing” into the instrument, rather than playing with a full air stream. Percussionists are hitting the drum/mallet instrument in a different spot every time, with incorrect sticking and uneven hits between left and right hands.</p> | <p>8-12 rhythmic inaccuracies</p> | <p>Student’s fingers are hanging over the keys, are not curved properly, and the student is resting arms on legs or the back of the chair. Brass bells are facing down. Feet are not flat on the floor, and the student is leaning back into the chair, slouching. Percussionists are not holding sticks in the correct grip and they are not at the correct angle. Percussionist does not have the snare at the correct height.</p> | <p>8-10 missed notes or fingerings</p> | <p>8-10 missed articulation or dynamic markings</p> |
| <p>1 - Basic Emerging on Standard</p> | <p>Student has poor embouchure, with air leaking out when performing, teeth placement incorrect and lips bunched up. Student is not supporting their sound with air, and tone is weak, airy, and flat. Brass players are not playing with a good buzz. Students are “breathing” into the instrument, rather than playing with a full air stream. Percussionists are hitting the drum/mallet instrument in a different spot every time, with incorrect sticking and uneven hits between left and right hands. Student is producing squeaky or harsh sounds that do not have pitch.</p> | <p>More than 12 rhythmic inaccuracies</p> | <p>Student’s fingers are hanging over the keys, are not curved properly, and the student is resting arms on legs or the back of the chair. Brass bells are facing down. Feet are not flat on the floor, and the student is leaning back into the chair, slouching. Percussionists are not holding sticks in the correct grip and they are not at the correct angle. Percussionist does not have the snare at the correct height. Student wiggles around while playing, causing the instrument to not sound or the embouchure to change, and thus the sound to change.</p> | <p>More than 10 missed notes or fingerings</p> | <p>More than 10 missed articulation or dynamic markings</p> |