

Etude Performance Standards: 100 Point Scale

Score	Grade		
100		<p>This performance challenges the listener's concept of the ideal. Professional in all aspects, the performer and the presentation may be compared to the finest musicians on the instrument.</p>	
99			
98			
97			
96			
95			
94		<p>There are no distractions and the technical execution of the piece is perceived as flawless. Articulation and tone quality are clear and never a distraction. This performance distinguishes the musician as among the best at the high school or college level, worthy of selection to the Texas High School All-State Band or All-State Orchestra.</p>	
93			
92			
91			
90			
89		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> Box 5 UIL Div. 1+ </div> <p>The performer executes all of the technical demands of the piece fluently. Minor inconsistencies in articulation, phrase direction, and tone quality in extreme ranges and at extreme dynamic levels may be present but are rare. Moments of true artistic expression are frequent as all elements of a well-prepared performance are in place. The performance would be worthy of Outstanding Soloist recognition at solo & ensemble competition and may qualify the performer to advance to Area level in High School.</p>	
88			
87			
86			
85			
84			
83			
82			
81	Honor band		
80	110		
79	109		<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> Box 4 UIL Div. 1 </div> <p>Notes, rhythms, articulations, dynamics, and phrasing are correct and performed confidently. Slight errors (if they occur) are handled without stopping. Tempos are appropriate for the etude and for the skill and musicianship of the performer. Breathing is natural and rarely causes distraction. The performance would always receive a Division I rating by UIL standards and may qualify the performer for membership in Region band.</p>
78	108		
77	107		
76	106		
75	105		
74	104		
73	103		
72	102		
71	101 Sym Band		
70	100 110		
69	99 109		
68	98 108		
67	97 107		
66	96 106		
65	95 105		
64	94 104		
63	93 103		
62	92 102		
61	91 101 Con Band		
60	90 100 110		
59	89 99 109	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> Box 3 UIL Div. 1-2 </div> <p>Comprehension is demonstrated, as note and rhythmic errors are almost nonexistent. Stops (if any) are minor and recovered-from quickly. Rhythms are performed correctly but may be uneven or have a tendency to change tempo. Dynamic contrast is present and convincing. Correct articulation is present although it may be inconsistent. Tone quality is characteristic throughout most of the excerpt but may suffer in more technical passages. Phrasing has been addressed and carefully worked out, but may not be fully refined. The performer occasionally displays expressive qualities which elevate the piece beyond mere notes.</p>	
58	88 98 108		
57	87 97 107		
56	86 96 106		
55	85 95 105		
54	84 94 104		
53	83 93 103		
52	82 92 102		
51	81 91 101		
50	80 90 100		
49	79 89 99		
48	78 88 98		
47	77 87 97		
46	76 86 96		
45	75 85 95		
44	74 84 94		
43	73 83 93		
42	72 82 92		
41	71 81 91		
40	70 80 90		
39	69 79 89	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> Box 2 UIL Div 2-3 </div> <p>An awareness of the key is present, though frequent errors may occur in notes and rhythms. Tone quality is developing properly though inconsistencies may exist outside the comfortable register of the instrument. Tempos are constant, but may be significantly below those required. There is some dynamic contrast. Frequent or occasional stops prevent any meaningful musical communication.</p>	
38	68 78 88		
37	67 77 87		
36	66 76 86		
35	65 75 85		
34	64 74 84		
33	63 73 83		
32	62 72 82		
31	61 71 81		
30	60 70 80		
29	59 69 79		
28	58 68 78		
27	57 67 77		
26	56 66 76		
25	55 65 75		
24	54 64 74		
23	53 63 73		
22	52 62 72		
21	51 61 71		
20	50 60 70		
19	49 59 69	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> Box 1 UIL Div. 4-5 </div> <p>There is a superficial level of preparation and the presence of some fundamental technical skill. Wrong notes and rhythms are a constant distraction, and little or no attention to articulation and dynamics is evident. Characteristic sound may or may not be present.</p>	
18	48 58 68		
17	47 57 67		
16	46 56 66		
15	45 55 65		
14	44 54 64		
13	43 53 63		
12	42 52 62		
11	41 51 61		
10	40 50 60		
9	39 49 59	<p>An attempt was made to play the etude. Tone quality may be poor and many of the notes are wrong due to a severe lack of preparation or poor fundamental skill. The student may not have finished the piece.</p>	
8	38 48 58		
7	37 47 57		
6	36 46 56		
5	35 45 55		
4	34 44 54		
3	33 43 53		
2	32 42 52		
1	31 41 51		
0	30 40 50		

