

High School Requirements

All High School Students **MUST** assess in one art area but are free to choose an option to assess in two areas.

ALL Digital Communication and Visual Arts portfolios must be picked up from Cab Calloway between February 5th – February 12th.

Recommendation Letters

Recommendation letters, if requested, should come from an arts teacher and not an academic teacher. The recommendation letters can only address the student's talent, **NOT** grades, attendance or discipline. The letters, if required, are to be emailed directly from the person writing it to teacher doing the assessments. The teachers' emails are listed directly under each arts area listed below. **ALL** recommendations letters must be received before the day of assessment.

Digital Communication Arts

- Provide a traditional or digital portfolio that includes 2 of the following categories: The work submitted should be finely polished and include descriptions of every component used to make the piece.
 - 6 photographs showing various different areas of study
 - A piece of graphic design either an advertisement or logo
 - 1 photocomposition should be made from 3 different pictures with those pictures also displayed in the portfolio
 - At least a 2 page screenplay or fictional/non-fictional story
 - A website, not from a template builder
 - A 1 minute or longer edited video (edits include different shots)
- Provide work samples from 3 of the following categories. The sample of work should be labeled as finished pieces. These can be a variety of skills.
 - 3 Photographs
 - 2 poems
 - A short story that is at most a page in length
 - 1 heavily edited photo

Be prepared to participate in an assessment activity as it pertains to your specific concentration.

- A Creative writing assignment
- A Graphic design
- A Photo manipulation

ALL digital communication arts portfolios must be picked up from Cab Calloway between the dates of February 5th to February 12th.

EMAIL: william.greider@redclay.k12.de.us

Dance

- Dance students assessing in dance must bring their music on either a CD or tape and come prepared in proper dance attire (No street clothes or costumes).
- Assessment of students into the high school dance program will include
 - A 1 1/2 to 2 minute classical ballet piece
 - A 1 1/2 to 2 minute jazz or modern piece
 - A short lesson, during which you will follow instructions by the instructor.
- You will also be required to provide a letter of recommendation from your dance instructor. **See recommendation letter instructions above.**
EMAIL: allyson.cohen@redclay.k12.de.us

NOTE: A mandatory dance session will be March 25, 2015 from 3:00 to 4:30 PM for students who have been invited to attend Cab Calloway for dance.

Instrumental Music

Guitar is not offered as a major instrument and will not be considered for assessment.

All Instrumental Applicants:

- Perform the required solo for Jr. All-State Band for that school year. NOTE: The solo list is available on the Delaware Music Educators Association website, (www.delawaremea.org). Consult your teacher or local music store to obtain an original copy. No substitution solo will be allowed. The solo does not have to be memorized. Bring sheet music with you.
- Optional: Provide a letter of recommendation from your band/orchestra director or private teacher. **See recommendation letter instructions above.**

Wind and Mallet Percussion:

- Demonstrate proficiency in majors scales, C, F, B-flat, E-flat, G, D, A, and A-flat, two octaves where appropriate for the instrument from memory.
- Demonstrate proficiency in chromatic scale to the extreme ranges of the instrument from memory.
- Demonstrate proficiency in sight-reading.
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Snare Drum:

- Demonstrate proficiency in the 26 standard rudiments from memory.
- Demonstrate proficiency in sight-reading.
- NOTE: Drum set may not be used for assessment.

EMAIL: james.tharp@redclay.k12.de.us

Piano

- Plan to demonstrate your ability in ALL of the following areas:
- Be able to **demonstrate proficiency in major and minor scales** (a minimum of two octaves).
- Perform **one classical piece**; demonstrating your best technical mastery, two to three minutes in length: one piece or one movement from a longer work. A shorter more complex piece is preferred over a longer, easier piece. Composers may include, but are not limited to, Bach, Bartok, Beethoven, Brahms, Chopin, Clementi, Debussy, Dussek, Haydn, Mendelssohn, Mozart, Schubert, Schumann. **Bring sheet music for the assessor to read.** Music does not have to be memorized. Repertoire questions in advance, please email margaret.badger@redclay.k12.de.us.
- Perform **one contemporary** (such as, but not limited to, jazz or pop or sacred) **piece** that is one to two minutes in length. **Bring sheet music for the assessor to read.** Music does not have to be memorized. Play something that you love.
- Demonstrate proficiency in **sight-reading**.
- **Recommendation letter IS REQUIRED from your music teacher at or before the audition. See recommendation letter instructions above.**

Technical Theatre

- Each student will use the script from "Noises Off" (by Michael Frayn, Anchor Paperback, c2002). Each student is responsible for obtaining the script from a library or bookstore. Choose, submit, and present the three following design elements that would be used in the show process:
 - Set Design** – Design the set by following the following steps:
 - Create a set rendering (an artistic drawing of what the final design should look like i.e. a sketch).
 - Create a scale ground plan (top down view with all measurements, dimensions, and ratios correct for the set).
 - Create scale 3-d model of the set (it should be in some sort of scale that makes sense; ½" or ¼" [on the model] = 1' [in real life] are common choices, and it should look similar to the finished product of the rendering).
 - Costume Design** – Design all of the costumes to be used in the show. You may sketch, color, paint, clip from magazines, print pieces from the internet, or even craft and sew them. Costumes should make sense for the time period being portrayed in the production and may emphasize, or hint at, qualities and traits of the character.
 - Prop Design** –
 - Create a props list: Do NOT just list the props in the show. Working through any act, find all of the props needed for that act.
 - Create a working budget for the props department. Do NOT just list the props in the show. Working through any act, find all of the props needed for that act.

- Create a budget for buying/crafting/finding all of the necessary props for this act: create a props list, find the items on amazon, eBay, craigslist, etc., compile the data and “submit” the budget to buy or craft all necessary props. Be creative. (for example, real sardines on a plate night after night will get a bit funky. How can you make it look like there are sardines on the plate eight times a week for 52 weeks without having to open a new can every night?)
- The student must present a short written and oral synopsis of the show and characters including the setting.
- If the student has extensive technical theater experience, the student may present a portfolio for review in addition to the above requirements. All students will be interviewed to speak about their experience, ambition, and goals. Students will also be asked to explain all of their design choices.
- Letters of recommendation are encouraged, but by no means are they required. See recommendation letter instructions above. **ALL recommendations letters must be received by January 9, 2015.**

EMAIL: james.mikijanic@redclay.k12.de.us

Theatre

- Prepare two 60 to 90-second monologues from published plays. One monologue must be a dramatic piece and one must be a comedic piece. **All monologues must be memorized.**
- Theatrical resumes are recommended, but not required.
- The assessor has the option of videotaping assessments.
- Letters of Recommendation from instructors or directors are encouraged but not required. **See recommendation letter instructions above.**

EMAIL: brendan.moser@redclay.k12.de.us

Strings

- Prepare a 2 to 4 minutes solo (your choice). Solo does not have to be memorized. Bring sheet music with you.
- Must demonstrate proficiency in major scales, two octaves, from memory. C, G, D, A, F, B-flat, E-flat, and A-flat are suggested.
- Sight reading will be given at the assessment.

EMAIL: bonnie.ayers@redclay.k12.de.us

Visual Arts

Besides a timed in-person drawing assignment, the portfolio you prepare will be the primary criteria by which your assessment will be based. Not only will your acceptance be based on its submission, but the strength of your work will allow us to fairly determine your placement in the Visual Arts program. Once you have applied, an assessment date and a Portfolio Registration Form will be sent to you. Portfolios should be picked up on the designated days given to you upon delivery.

The portfolio must contain:

- A still life containing at least three everyday objects, grouped together and drawn from observation.
- A full-figure drawing of a person standing, seated or reclining, and drawn from observation.
- A self-portrait of yourself, preferably done in pencil and using a mirror.
- A landscape drawing or painting created from observation: Use your yard, school, neighborhood or a park as a resource. Fantasy elements to add interest are permitted but demonstrating the ability to draw from observation is key.
- **Four additional works** that are representative of your arts interests, abilities, commitment and experience. Suggested mediums may include any of the following: watercolor, acrylics or oil paintings; pencil, pen, chalk, charcoal or pastel; printmaking—linoleum, etching, litho, mono-prints or silkscreen; collage or mixed medium; photography, sculpture and pottery, digital media.
- The works and ideas represented should be your own, **completed by your hand only**, and not taken from published sources.
- **In-class timed drawing. Subject to be selected by instructor. Students must bring a pencil.**

ALL visual arts portfolios must be picked up from Cab Calloway between the dates of February 5th to February 12th.

EMAIL: toniann.degregory@redclay.k12.de.us

Vocal Music

- Sing a song from a Broadway show. Bring the sheet music (piano music) for the accompanist to play. Students must sing with the piano. A cappella music is not appropriate for this audition.
- Sing a solo that is a classical piece of music (example: Mozart, Schubert, Purcell, etc.) or sing your vocal line (Soprano, Alto, Tenor, Bass) from a choral piece of music that is classical. Bring the sheet music with you. A cappella music is not appropriate for this audition.
- You will be asked to sight sing an eight-measure phrase of music that will be chosen by the assessor.
- You will be asked to sing back a series of pitches that the assessor will play on the piano.
- You will learn and sing an eight-measure phrase that is taught during the assessment.
- A letter of recommendation IS REQUIRED from your private voice or chorus teacher. **See recommendation letter instructions above.**

EMAIL: Marjorie.eldreth@redclay.k12.de.us

NOTE: If your student is assessing for Vocal Music and has been selected to be on the All-State Choir, you must notify Deby Fawcett immediately upon receiving notification. If notification is not received before scheduling is done, there is no guarantee student's assessment date and time will not conflict with mandatory rehearsals.

HIGH SCHOOL DANCE ASSESSMENT JUDGING CRITERIA

NAME: _____ GRADE: _____ MAJOR/MINOR _____
 # OF YEARS OF TRAINING _____
 WHERE? _____
 WHAT TYPE(S) OF DANCE? _____
 RECOMMENDATION LETTER: YES OR NO

BALLET ROUTINE:

CRITERIA	HIGHEST					LOWEST					NOTES
1. <u>TECHNIQUE</u> (LEARNING MOVEMENT SKILLS OR MOVEMENT COORDINATION & CONTROL)	5	4	3	2	1						
2. <u>TURNOUT</u> (POSITION AND MOVEMENT HELD PROPERLY ROTATING FROM THE HIPS)	5	4	3	2	1						
3. <u>BODY PLACEMENT</u> (THE POSITIONING OF BODY PARTS ONE ABOVE THE OTHER-CLOSE TO A STRAIGHT LINE)	5	4	3	2	1						
4. <u>PRESENTATION/PROJECTION</u> (CLEAR BEGINNING/MIDDLE/END W/A CLEAR FOCUS. MOVES W/CLEAR INTENT WITH FOCUS & CONFIDENCE IN HIS/HER ABILITY)	5	4	3	2	1						
5. <u>MUSICALITY</u> (PHRASING, RHYTHM, & DYNAMIC OF THE MOVEMENT INTEGRATED W/ THE ACCOMPANIMENT)	5	4	3	2	1						
6. <u>EXPRESSIVENESS</u> (SHOWS PERSONALITY AND AUTHENTICITY TO THE DANCE)	5	4	3	2	1						
7. <u>ENERGY/INTENSITY</u> (PROPELS MOVEMENT & CAUSES CHANGES IN MOTION OR BODY MOVEMENT. (IE. PERCUSSIVE, SUSTAIN, SWING, COLLAPSE, SUSPEND, AND VIBRATORY)	5	4	3	2	1						
8. <u>STRENGTH/CONTROL OF BODY</u> (HAS THE ABILITY TO MAINTAIN COMPOSURE & CONTROL OF THE BODY WHILE DANCING FROM BEGINNING TO END)	5	4	3	2	1						
9. <u>CLARITY OF MOVEMENTS</u> (MOVEMENTS ARE CLEAN & PRECISE AND FULLY ARTICULATED W/ WHOLE BODY)	5	4	3	2	1						
10. <u>QUALITY OF DANCE</u> (DANCE HAS ELEMENTS & MOVEMENTS TO SEE FOUNDATION OF THE DANCER AS A WHOLE)	5	4	3	2	1						

JAZZ OR MODERN ROUTINE:

CRITERIA	HIGHEST					LOWEST					NOTES
1. <u>TECHNIQUE</u> (LEARNING MOVEMENT SKILLS OR MOVEMENT COORDINATION & CONTROL)	5	4	3	2	1						
2. <u>BODY PLACEMENT</u> (THE POSITIONING OF BODY PARTS ONE ABOVE THE OTHER-CLOSE TO A STRAIGHT LINE)	5	4	3	2	1						

3. **PRESENTATION/PROJECTION** (CLEAR BEGINNING/MIDDLE/END W/A CLEAR FOCUS. MOVES W/CLEAR INTENT WITH FOCUS & CONFIDENCE IN HIS/HER ABILITY)

5 4 3 2 1

4. **MUSICALITY** (PHRASING, RHYTHM, & DYNAMIC OF THE MOVEMENT INTEGRATED W/ THE ACCOMPANIMENT)

5 4 3 2 1

5. **EXPRESSIVENESS/STYLE** (SHOWS PERSONALITY AND AUTHENTICITY TO THE DANCE)

5 4 3 2 1

6. **ENERGY/INTENSITY** (PROPELS MOVEMENT & CAUSES CHANGES IN MOTION OR BODY MOVEMENT. (IE. PERCUSSIVE, SUSTAIN, SWING, COLLAPSE, SUSPEND, AND VIBRATORY)

5 4 3 2 1

7. **STRENGTH/CONTROL OF BODY** (HAS THE ABILITY TO MAINTAIN COMPOSURE & CONTROL OF THE BODY WHILE DANCING FROM BEGINNING TO END)

5 4 3 2 1

8. **CLARITY OF MOVEMENTS** (MOVEMENTS ARE CLEAN & PRECISE AND FULLY ARTICULATED W/ WHOLE BODY)

5 4 3 2 1

9. **QUALITY OF DANCE** (DANCE HAS ELEMENTS & MOVEMENTS TO SEE FOUNDATION OF THE DANCER AS A WHOLE)

5 4 3 2 1

FOUNDATION/VERSATILITY OF DANCE (BALLET/MODERN/JAZZ)

5 4 3 2 1

PICKS UP COMBINATIONS QUICKLY

5 4 3 2 1

KNOWS TERMINOLOGY/UNDERSTANDING OF STEPS

5 4 3 2 1

TOTAL SCORE: _____

ACCEPTED

NOT ACCEPTED

Digital Comm. Arts PORTFOLIO RUBRIC

I, _____, hereby acknowledge that all of the works present in this portfolio are original pieces created by me in preparation for this assessment.

Make sure all Sections, Categories and Works are clearly labeled in your digital (flash drive and/or website) or analog (physical) portfolio!

There are 3 main sections of the portfolio that you will turn in to Mr. Greider on the date of assessment. The "Artist Statement," "2 Finely Polished Pieces" showing what you are proud of, and 3 of the 4 different "Samples of work." You can include a letter of recommendation from a current teacher.

This is "The Artist Statement Section." It should tell the audience why you want to be a Digital Communication Arts major here at Cab.

Artist Statement Category	5pts	3pts	2pts	1pt	0 pts
Artist Statement Answer all of the following questions: Why did you choose this major? What is the intent and/or purpose of the artwork you included in this portfolio? Why does this major at Cab appeal to your artwork or you? What are your career goals after High School? (Mechanics and grammar of writing are Capitalization Punctuation etc.)	The Artist statement was prominent in the portfolio. The student showed that they have a clear understanding of the direction of their Artwork. They answered all of the questions completely. The mechanics of the statement were error free. The student answered all of the questions completely.	The Artist statement was prominent in the portfolio. The student showed that they have a <u>mostly</u> a clear understanding of the direction of their Artwork. The student answered all of the questions completely.	The Artist statement was prominent in the portfolio. The student showed that they have a somewhat of an understanding of the direction of their Artwork. Some questions were not addressed completely.	The Artist statement was present but not prominent in the portfolio. The student showed that they have a somewhat of an understanding of the direction of their Artwork. Most of the questions were not addressed.	The Artist statement was present but addressed virtually none of the questions asked.

This is the "Finely Polished pieces Section" It should display some things that you are proud of as they have the greatest weight. Make sure everything is labeled very clearly!

Finely Polished Pieces Must have 2 of the following Categories and be labeled as finely polished pieces, the students should be proud of these.	4pts	3pts	2pts	1pt	0pts
6 Photographs Category Different areas of study can be: Still life, Portrait, Abstract, Landscape, Perspective and another new area of study of your choice. <u>Camera Settings are: ISO, Shutter speed, and Aperture. (If digital, Submitted as .Jpgs)</u>	There are 6 Photographs displaying various areas of study all with the appropriate exposure and aesthetically pleasing ergo: All referenced on the side bar. All of which are labeled with <u>camera settings</u> and what type of image they are and described how the image was taken. Students displayed knowledge of photography's main ideas	There were 6 photos but some concepts weren't labeled or described with settings. And/or a few of them could use some cropping or weren't aesthetically pleasing. The category wasn't labeled.	There were 6 pieces and some of the concepts weren't labeled or described and a lot of photos weren't particularly aesthetically pleasing or they were not varied in subject matter. The category wasn't labeled.	There were 6 pieces and all of the concepts weren't labeled or described. Or were not varied in subject matter. Most photos weren't particularly aesthetically pleasing or they were not varied in subject matter. Student clearly didn't understand the knowledge of photography main ideas. Some or all of the images are not labeled with <u>camera settings</u> .	There were less than 6 images, some of the concepts weren't labeled or described. And/or they were not varied in subject matter. Most photos weren't particularly aesthetically pleasing or they were not varied in subject matter
1 Piece of Graphic Design Category (If digital, Submitted as .Jpgs or PDF)	1 Piece of graphic design displaying knowledge of design e.g. Elements and Principles of Design that was finely polished and aesthetically pleasing. It was labeled as such and documented how the student made it.	1 Piece of graphic design that somewhat displayed knowledge of the principles of design	1 Piece of graphic design that displayed less knowledge of design than was needed.	1 Piece of graphic design displaying barely any knowledge of the principles of design. It was not labeled or was not documented how the student made it.	The Piece did not show any of the Elements and Principles of Design. And/or was not aesthetically pleasing

<p>1 Composite-Photo Category A Composite-Photo is usually multiple blended images comprised together to form a new photo.</p>	<p>1 Composite-Photo That is a piece of <u>ART</u>, comprised from at least 3 different photographs of your own, (included in the portfolio and labeled as such) that can stand on it's own as a strong piece of art (Aesthetically pleasing). It had good craftsmanship.</p>	<p>1 Composite-photo that is comprised from at least 3 different photographs that still stands on its own as a graphic piece but is only somewhat is aesthetically pleasing or not labeled as such. The category wasn't labeled.</p>	<p>1 Composite-photo that is comprised with 3 different photographs that is hard to stand on it's own as a graphic piece and not labeled as such, craftsmanship was lacking.</p>	<p>1 Composite-photo that is comprised with 2 different photographs that cannot stand on its own</p>	<p>1 Composite-photo that was only from 1 photo. It didn't include any other photos in the piece. (A Composite-Photo includes at least 2 photos)</p>
<p>2 Page Screen Play Category (Mechanics and grammar of writing are Capitalization Punctuation etc.)</p>	<p>A 2-page screenplay or fictional/non-fictional story. It stands by itself as an overall story. 12pt double-spaced in Arial or Helvetica font. Is at least 2 pages but no longer than 4. There are mechanics errors.</p>	<p>2-page screenplay, but was lacking some elements of a story, Characters, setting etc. There are no grammatical, punctuation, or spelling errors. The category wasn't labeled.</p>	<p>A 2-page screenplay but it was grossly lacking elements of a story. There are no grammatical, punctuation, or spelling errors.</p>	<p>A 2-page screenplay but it was lacking a lot of complete thoughts and story elements. And it went over 2 pages There are no grammatical, punctuation, or spelling errors. <u>The story was longer than 4 pages.</u></p>	<p>A 1-page screenplay but it was lacking a lot of complete thoughts and story elements. It had some grammatical, punctuation, and/or spelling errors.</p>
<p>A Website Category (Knowledge of HTML and CSS means that it clearly had the bare essentials of what a website is composed of) Ex: <html> <head> </head> <body></body> </html> Nothing from Wix, or any other template builder website)</p>	<p>A website (Can be the portfolio as long as its acknowledged as one) with specific knowledge of HTML and CSS (not from a Template). Shown comfortably in the code.</p>	<p>A website that is lacking some content ergo A clear understanding of HTML or has 1 error or broken link, but is still constructed well. The category wasn't labeled somehow</p>	<p>A website that is lacking some content or has 2 errors or broken link, it is unclear what some things are.</p>	<p>A website that is lacking some content or has 3 or more errors or broken link</p>	<p>A website that from a template and is lacking some content or has 1 error or broken link</p>
<p>1 minute or longer Edited Video Category Should be exported as a stand alone video instead of a project file.</p>	<p>1 to 3 minute edited video (must have at least 10 cuts or transitions and some sort of sound) The video can be a narrative (Have a story) or have some sort of meaning behind it. Make sure it is exported in a recognized format. .Mov or .Avi and/or burned to a DVD</p>	<p>1 minute or longer edited video with less than 4 cuts or transitions. Some sound was missing or too quiet or there were slight problems viewing the video. It has an overall theme and/or narrative idea. The category wasn't labeled.</p>	<p>1 minute or longer video with less than 3 cuts. There were problems viewing the video. Or there wasn't a theme. It is missing an overall theme and/or narrative idea.</p>	<p>1 minute or longer video that has 2 or less cuts or edits, it was severely lacking a theme. It is shorter or longer than 4 minutes.</p>	<p>The video that is less than a minute long with 1 cut or none at all... The video was in a format that Mr. Greider couldn't view it.</p>
<p>3D Object (can be the actual object or submitted as a image of the object that you made from scratch in a software program such as Sketchup or Autodesk-Maya)</p>	<p>A 3d Object or It is a piece of <u>ART</u> or a Functional Utilitarian object that is aesthetically pleasing and/or has a real world practical purpose.</p>	<p>The object is a piece of <u>ART</u> or a Functional Utilitarian object that could be improved with elements or principles of design aesthetically pleasing and/or has a real world practical purpose.</p>	<p>----- --</p>	<p>The object is not really piece of <u>ART</u> or a Functional Utilitarian object that could be greatly improved with elements or principles of design aesthetically pleasing and/or has a real world practical purpose.</p>	<p>The object is not really piece of <u>ART</u> or a Functional Utilitarian. Or it was submitted incorrectly.</p>

This next section of the portfolio should be a demonstration of some of the other work that you can do. Since Communication Arts is so vast and diverse. It doesn't have to be your concentration pieces (or pieces that you extremely excel at) just a collection of work that you enjoyed working on.

3 Samples of work Must include at least 3 of the following Categories in this section	2 pts	1.5 pts	1 pt	.5 pt	0 pts
3 Photographs Category All were images that you yourself took with some sort of camera.	3 Photographs (Should be various types of subjects) All of which are labeled by subject matter and displayed together all settings were labeled with the image	3 photographs, not varied in subject matter	3 photographs, not varied in subject matter or well described or labeled and/or not clear in subject matter	2 photographs, not varied in subject matter or well described or labeled and/or not clear in subject matter.	2 photos that was really lacking any sort of effort or clarity or described well
2 poems Category (Mechanics and grammar of writing are Capitalization Punctuation etc.)	2 poems showing clear, overall themes, and thoughts. No longer than 1 page each. There are no mechanical or grammar problems.	3 poems, 1 of them was lacking clear overall thoughts and themes	3 poems, 2 of them are lacking overall thoughts and themes	All of the poems that were submitted could be improved drastically, with overall thoughts and themes	All poems was submitted that isn't that strong in any one area. Or missing more than 1 poem.
A short story Category (Elements of a story are: Introduction, Character, Imagery, Setting, Conflict/Problem, Resolution)	A short story (1 page long) with clear and organized thoughts. All elements of a story are present	A short story that has a few areas that could be improved	A short story that has some story elements missing that distracts from the piece	A short story that has many elements that can be improved	A short story with little or no content or context
A heavily edited Photo Category (Students can use "Photoshop, Gimp or any other photo editing program" to doctor or change a photo to display their knowledge of photography manipulation)	A heavily edited photo (Otherwise known as a "Doctored" Photo) of Included description and images that were before and after of what was done to the turned in piece. It was aesthetically pleasing. It was an image that you yourself took with some sort of camera.	A heavily edited photo that was not manipulated well or did not include the description what was done to it. Was missing some exact descriptions and/or not aesthetically pleasing	A photo that was corrected some Was missing some exact descriptions and/or not aesthetically pleasing	A photo that looked aesthetically unappealing and did not have the description with it. Or (before and after) images were not included	A photo was turned that was aesthetically not appealing and out of focus, with not description

Name:

CREATIVE WRITING RUBRIC

25pts

Be sure to follow the rubric thoroughly as you will have the first 5 minutes to review it and then the rest of the hour to do the assessed piece.

If you print to the wrong printer it is an automatic 10 points off.

Turned in Assessed Writing Piece				
	4pts	3pts	2pts	1-opt
Introduction	The first paragraph has a "grabber"	The first paragraph has a weak "grabber"	A catchy beginning was attempted but was not continued throughout the piece	No attempt was made to catch the reader's attention in the first paragraph
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment	The story contains a few creative details and/or descriptions	The story contains a few creative details and/or descriptions, but they distract from the story	There is little evidence of creativity in the story.
Mechanics	It is 12pt font and in Arial.	Not in Arial or 12 pt. It was missing 1 of the elements		Not in Arial or 12 pt. It was missing both of the elements
Problem/Conflict	It is very easy to understand the problem the main characters face and why it is a problem (Worth 5 points)	It is fairly easy to understand the problem the main characters face and why it's a problem	It is fairly easy to understand the problem, that the main characters face but it is not clear why it's a problem	It is not clear what problem the main characters face.
Organization	The story is very well organized.	Certain elements of the story are out of place. Clear transitions are used.	The story is a little hard to follow.	The story is hard to follow.
Climax/Closing	It is very easy to understand the turning point. The story wound down to a logical ending.	It is fairly easy understand the turning point. The story ends smoothly.	Purpose of turning point is unclear. The story just ends.	It is not clear what the turning point is in the story. Illogical ending.

Name:

GRAPHIC DESIGN RUBRIC

Be sure to follow the rubric thoroughly as you will have the first 5 minutes to review it and then the rest of the hour to do the assessed piece

Assessed Submitted Graphic Piece				
Done on either Photoshop or Illustrator or Gimp	4pts	3pts	2pts	1-0pts
Design and Composition (Principles of design are) Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Rhythm, Unity.)	Has a good use of the Principles of design and is aesthetically pleasing and places all objects in a creative and/or fun way principles of art are used	Used some of the principles of design but they didn't add that much to your work and it is mildly aesthetically pleasing some principles of art are used	Used some of your principles of design and was not working Some or little principles of art are used	These didn't really add anything to any of your work and were really not aesthetically pleasing. No principles of art are used
Spelling/ Grammar	Everything is spelled right/ Correct grammar is used	1-2 mistakes	3-4 mistakes	5 or more
Graphic relevance When adding graphics you may draw more elements, when using Illustrator remember to embed the image into the illustrator document. Elements of Art and design are) Line, Shape, Form, Color, Texture, Space, and Value	Your graphics add to your overall message as to why a person would look at this? Elements of art and design are used effectively and clearly	Some of the graphics add to the overall message some Elements of art and design are used effectively and clearly	Barely any of the graphics add to the overall message. Elements of art and design are barely used effectively	None of the graphics add to this design. Elements of art and design are not used effectively or clearly
Color choices (color principles include color wheel theory complimentary, analogous, hue, etc.)	All the colors related to the graphic and gave some sort of relationship of the color wheel.	Some of the colors could related to the piece a little more	Most of the colors did not relate to the graphics or add any aesthetics to the piece	All of the chosen colors did not provide or add any relevance to the piece.
Layers	All of your layers are labeled as what they pertain to.	You are missing 1 layer names	You are missing 2 layer names	You are missing more than 2 layer labels or there are no layers displayed on the assessed piece
(You may use Adobe Photoshop or Illustrator or Gimp) Use of Illustrator or Photoshop and finished the piece	You actively used at least 2 tools and palates as well making sure all the text flowed well with the graphic relevance of the piece	You used 2 different tools and palates. Started to really design but some the text wasn't quite relevant to the graphic piece	You used a tool and 1 palate. Some of the text was definitely not relevant	You used a tool, it was obvious that you didn't use any other area of Photoshop or Illustrator. Nothing about your piece was relevant to the assignment

Name:

PHOTO-MANIPULATION RUBRIC

(Photo-Composition or Collage) 25pts

Be sure to follow the rubric thoroughly as you will have the first 5 minutes to review it and then the rest of the hour to do the assessed piece

Turned in Assessed Photo Piece				
(Adobe Photoshop or GIMP)	4pts	3pts	2pts	1-opt
Use of Adobe Photoshop and/or Gimp	The Photo-Manipulation clearly showed Mr. Greider that you know Photoshop or GIMP	The Photo-Manipulation sort of showed Mr. Greider that you know Photoshop or GIMP	The Photo-Manipulation barely showed Mr. Greider that you know Photoshop or GIMP	It is clear that you don't know the tools or don't have any idea of photo composition or Adobe Photoshop or GIMP
Composition (Principles of Art and design are) Balance, Emphasis, Movement, Pattern, Repetition, Proportion, Rhythm, Unity)	The photo cleverly places all other photos and the principles of art and design in a creative and/or fun way (Worth 5 points)	The photo places all of the elements (other photos) in an arrangement but could have been arranged a little more creative way	The photo places all of the elements (other photos) in an arrangement but really struggles to have any sort of creative changes	The photo places only some of the elements (other photos) in an order but it is not placed in a way that adds any sort of order to the photo
The Photo (Elements of Art and design are) Line, Shape, Form, Color, Texture, Space, and Value)	The photo is changed but still conveys a similar idea of the original. (it uses elements of art and design effectively).	The photo is manipulated but was not changed as much as it could be (it uses elements of art and design effectively).	The photo is mostly recognizable about from it's individual elements (it somewhat uses elements of art and design effectively).	The photo is barely combined into it's own piece, it is hard to see what it is at all (it does not use elements of art and design effectively).
Layers	All of your layers are labeled as what they pertain to.	You are missing 1 layer names	You are missing 2 layer names	You are missing more than 2 layer labels or there are no layers displayed on the assessed piece
Resolution (Size)	The image was at least 3000 pixels wide by 2000 pixels tall or 8x10inches at 300 pixels per inch	-----	The image was at least 3000 pixels wide by 2000 pixels tall or 8x10 at 72 pixels per inch	You did not submit the image in the right size and the image was too big or small for Mr. Greider to see or read on his computer.
Submission	You submitted it to the flash drive as yourlastname.PSD with all the layers still visible Or you submitted a yourlastname.xcf file extension	You submitted it with only your first name	You didn't submit with your last name as the file name but I can still identify it as yours or it wasn't on the flash drive	You submitted it with your last name in the wrong file type (not PSD or xcf file) and thus Mr. Greider was not able to see your work...

Rubric Form for Instrumental Auditions

NAME: _____

INSTRUMENT: _____

PITCH ACCURACY Accidentals ____ Clarity ____	This performance did not demonstrate an expression of musical notation. 1 - 2	Wrong pitches detracted from performance. 3 - 4	Most pitches were correct, with only a few spots of inaccuracy. 5 - 6	Virtually all pitches were correct. 7 - 8 - 9	All pitches were correct. 10
RHYTHMIC ACCURACY Subdivision ____ Dotted Notes ____ Ties ____	There were significant rhythm problems. 1 - 2	There were several places in which the rhythms were unclear. 3 - 4	Most rhythms were correct with only a few spots of inaccuracy. 5 - 6	Rhythms were accurate and clear. 7 - 8	Rhythms were precise. Attacks and releases were executed exactly. 9 - 10
TEMPO/TIME Relationships ____	Beat definition was not evident. 1 - 2	Beat definition had several problems. 3 - 4	Beat definition had few problems. 5 - 6	Beat was clear. 7 - 8	Beat was clear and the tempo was solid. 9 - 10
TONE Breath Support ____ Embouchure ____ High Range / dyn ____ Low Range / dyn ____ Vibrato ____	Major problems hindered musical expression. 1 - 2	Tonal concept was underway, but needs further refinement. 3 - 4	Tone was clear but lacked maturity. 5 - 6	Tone was characteristic of the instrument. 7 - 8	Tone was well developed. 9 - 10
INTONATION Large Intervals ____ Particular Pitch ____	Intonation created a barrier to playing in an ensemble. 1 - 2	There were consistent instances of intonation problems. 3 - 4	There were occasional instances of intonation problems. 5 - 6	Intonation did not detract from performance. 7 - 8	There were few intonation problems with this performance. 9 - 10
EXPRESSION Style ____ Interpretation ____ Dynamics ____	The performance did not express musical ideas effectively. 1 - 2	Expression was inhibited, or too subtly conveyed to the listener. 3 - 4	Performance was expressive, but certain areas were still lacking. 5 - 6	Musical expression was evident throughout. 7 - 8	Performance clearly expresses musical intent of composer. 9 - 10
ARTICULATION As Marked ____ Technique ____ Attacks / releases ____	The composer's intent was not communicated well. 1 - 2	There were many places where articulation was an issue. 3 - 4	Articulation was mostly well executed. 5 - 6	Articulation was well performed throughout. 7 - 8	Articulation enhanced the performance. 9 - 10
FACILITY Finger Choices ____ Hand Position ____ Posture ____	Ability to control the instrument needs significant work. 1 - 2	Several basic components need attention for better facility. 3 - 4	Good fundamental approach. Performance lacked only fluency. 5 - 6	Student had appropriate control of the instrument. 7 - 8	Student has achieved fluent control of the instrument. 9 - 10
Solo Performance (80 points out of a total of 140)				TOTAL:	

SOLO (80 Points)		SCALES (30 Points)		SIGHTREADING (30 Points)		TOTAL (140 Points)	
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MAJOR SCALE #1 _____	There were significant problems with pitches, tempo, articulation and other components of the scale requirements. 1 - 2	There were significant problems with some of the scale requirements. 3 - 4	There were minor problems with some of the scale requirements. 5 - 6 - 7	The scale was played as per All State handbook requirements. 8	The scale exceeds the All State handbook requirements. 9 - 10
MAJOR SCALE #2 _____	As Above. 1 - 2	As Above. 3 - 4	As Above. 5 - 6 - 7	As Above. 8	As Above. 9 - 10
CHROMATIC SCALE On _____	As Above. 1 - 2	As Above. 3 - 4	As Above. 5 - 6 - 7	As Above. 8	As Above. 9 - 10
Scale Performances (30 points out of a total of 140)				TOTAL:	

PITCH ACCURACY Observed key ____ Clarity ____	This performance did not demonstrate an expression of musical notation. 1 - 2	Wrong pitches detracted from performance. 3 - 4	Most pitches were correct, with only a few spots of inaccuracy. 5 - 6	Virtually all pitches were correct. 7 - 8 - 9	All pitches were correct. 10
RHYTHMIC ACCURACY Subdivision ____ Dotted Notes ____ Ties ____	There were significant rhythm problems. 1 - 2	There were several places in which the rhythms were unclear. 3 - 4	Most rhythms were correct with only a few spots of inaccuracy. 5 - 6	Rhythms were accurate. 7 - 8	Rhythms were precise. Attacks and releases were executed exactly. 9 - 10
MUSICALITY Dynamics ____ Tempo ____ Articulation ____ Expression ____	There was no noticeable expression in this performance. 1 - 2	Some of the musical elements, beyond pitches and rhythms, were evident. 3 - 4	There was a noticeable effort to perform the selection as written. 5 - 6	All markings were observed and expressed through performance. 7 - 8	The performance expresses profound comprehension of the composer's intent. 9 - 10
Sightreading Performance (30 points out of a total of 140)				TOTAL:	

Comments:

Adjudicators' Signature:

Rubric Form for Mallet Auditions

NAME: _____

INSTRUMENT: _____

PITCH ACCURACY Accidentals ____ Clarity ____	This performance did not demonstrate an expression of musical notation. 1 - 2	Wrong pitches detracted from performance. 3 - 4	Most pitches were correct, with only a few spots of inaccuracy. 5 - 6	Virtually all pitches were correct. 7 - 8 - 9	All pitches were correct. 10
RHYTHMIC ACCURACY Subdivision ____ Dotted Notes ____ Ties ____	There were significant rhythm problems. 1 - 2	There were several places in which the rhythms were unclear. 3 - 4	Most rhythms were correct with only a few spots of inaccuracy. 5 - 6	Rhythms were accurate and clear. 7 - 8	Rhythms were precise. Attacks and releases were executed exactly. 9 - 10
TEMPO/TIME Relationships ____	Beat definition was not evident. 1 - 2	Beat definition had several problems. 3 - 4	Beat definition had few problems. 5 - 6	Beat was clear. 7 - 8	Beat was clear and the tempo was solid. 9 - 10
TONE Mallet selection ____ Stroking ____	Major problems hindered musical expression. 1 - 2	Tonal concept was underway, but needs further refinement. 3 - 4	Tone was clear but lacked maturity. 5 - 6	Tone was characteristic of the instrument. 7 - 8	Tone was well developed. 9 - 10
EXPRESSION Style ____ Interpretation ____ Dynamics ____	The performance did not express musical ideas effectively. 1 - 2	Expression was inhibited, or too subtly conveyed to the listener. 3 - 4	Performance was expressive, but certain areas were still lacking. 5 - 6	Musical expression was evident throughout. 7 - 8	Performance clearly expresses musical intent of composer. 9 - 10
ARTICULATION As Marked ____ Technique ____	The composer's intent was not communicated well. 1 - 2	There were many places where articulation was an issue. 3 - 4	Articulation was mostly well executed. 5 - 6	Articulation was well performed throughout. 7 - 8	Articulation enhanced the performance. 9 - 10
FACILITY Finger Choices ____ Hand Position ____ Posture ____	Ability to control the instrument needs significant work. 1 - 2	Several basic components need attention for better facility. 3 - 4	Good fundamental approach. Performance lacked only fluency. 5 - 6	Student had appropriate control of the instrument. 7 - 8	Student has achieved fluent control of the instrument. 9 - 10
Solo Performance (70 points out of a total of 130)				TOTAL:	

SOLO (70 Points)		SCALES (40 Points)		SIGHTREADING (30 Points)		TOTAL (130 Points)	
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MAJOR SCALE #1 _____	There were significant problems with pitches, tempo, articulation and other components of the scale requirements. 1 - 2	There were significant problems with some of the scale requirements. 3 - 4	There were minor problems with some of the scale requirements. 5 - 6 - 7	The scale was played as per All State handbook requirements. 8	The scale exceeds the All State handbook requirements. 9 - 10
MAJOR SCALE #2 _____	As Above. 1 - 2	As Above. 3 - 4	As Above. 5 - 6 - 7	As Above. 8	As Above. 9 - 10
CHROMATIC SCALE On _____	As Above. 1 - 2	As Above. 3 - 4	As Above. 5 - 6 - 7	As Above. 8	As Above. 9 - 10
Scales Performances (30 points out of a total of 130)				TOTAL:	

PITCH ACCURACY Observed key _____ Clarity _____	This performance did not demonstrate an expression of musical notation. 1 - 2	Wrong pitches detracted from performance. 3 - 4	Most pitches were correct, with only a few spots of inaccuracy. 5 - 6	Virtually all pitches were correct. 7 - 8 - 9	All pitches were correct. 10
RHYTHMIC ACCURACY Subdivision _____ Dotted Notes _____ Ties _____	There were significant rhythm problems. 1 - 2	There were several places in which the rhythms were unclear. 3 - 4	Most rhythms were correct with only a few spots of inaccuracy. 5 - 6	Rhythms were accurate. 7 - 8	Rhythms were precise. Attacks and releases were executed exactly. 9 - 10
MUSICALITY Dynamics _____ Tempo _____ Articulation _____ Expression _____	There was no noticeable expression in this performance. 1 - 2	Some of the musical elements, beyond pitches and rhythms, were evident. 3 - 4	There was a noticeable effort to perform the selection as written. 5 - 6	All markings were observed and expressed through performance. 7 - 8	The performance expresses profound comprehension of the composer's intent. 9 - 10
Sightreading Performance (30 points out of a total of 130)				TOTAL:	

Comments:

Adjudicators' Signature:

Rubric Form for Snare Drum Auditions

NAME: _____

INSTRUMENT: _____

RHYTHMIC ACCURACY Subdivision _____ Dotted Notes _____ Ties _____	There were significant rhythm problems. 1 - 2	There were several places in which the rhythms were unclear. 3 - 4	Most rhythms were correct with only a few spots of inaccuracy. 5 - 6	Rhythms were accurate and clear. 7 - 8	Rhythms were precise. Attacks and releases were executed exactly. 9 - 10
TEMPO/TIME Relationships _____	Beat definition was not evident. 1 - 2	Beat definition had several problems. 3 - 4	Beat definition had few problems. 5 - 6	Beat was clear. 7 - 8	Beat was clear and the tempo was solid. 9 - 10
TONE Proper use of drum head and sticks _____	There was no evidence of tonal use. 1 - 2	Tonal concept was underway, but needs further refinement. 3 - 4	Tone was clear but lacked maturity. 5 - 6	Tone was characteristic of the instrument. 7 - 8	Tone was well developed. 9 - 10
EXPRESSION Style _____ Interpretation _____ Dynamics _____	The performance did not express musical ideas effectively. 1 - 2	Expression was inhibited, or too subtly conveyed to the listener. 3 - 4	Performance was expressive, but certain areas were still lacking. 5 - 6	Musical expression was evident throughout. 7 - 8	Performance clearly expresses musical intent of composer. 9 - 10
ARTICULATION As Marked _____ Technique _____	The composer's intent was not communicated well. 1 - 2	There were many places where articulation was an issue. 3 - 4	Articulation was mostly well executed. 5 - 6	Articulation was well performed throughout. 7 - 8	Articulation enhanced the performance. 9 - 10
FACILITY Finger Choices _____ Hand Position _____ Posture _____	Ability to control the instrument needs significant work. 1 - 2	Several basic components need attention for better facility. 3 - 4	Good fundamental approach. Performance lacked only fluency. 5 - 6	Student had appropriate control of the instrument. 7 - 8	Student has achieved fluent control of the instrument. 9 - 10
Solo Performance (60 points out of a total of 130)				TOTAL:	

SOLO (60 Points)		RUDIMENTS (40 Points)		SIGHTREADING (30 Points)		TOTAL (130 Points)	
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RUDIMENT #1 – RHYTHMIC ACCURACY _____	There were significant rhythm problems. 1	There were several places in which the rhythms were unclear. 2	Most rhythms were correct, with only a few spots of inaccuracy. 3	Rhythms were accurate and clear. 4	Rhythms were precise. Attacks and releases were executed exactly. 5
RUDIMENT #1 – TEMPO/TIME	Beat definition was not evident. 1	Beat definition had several problems. 2	Beat definition had few problems. 3	Beat was clear. 4	Beat was clear and the tempo was solid. 5

RUDIMENT #2 – RHYTHMIC ACCURACY	As above. 1	As above. 2	As above. 3	As above. 4	As above. 5
RUDIMENT #2 TEMPO/TIME	As above. 1	As above. 2	As above. 3	As above. 4	As above. 5
RUDIMENT #3 – RHYTHMIC ACCURACY	As above. 1	As above. 2	As above. 3	As above. 4	As above. 5
RUDIMENT #3 – TEMPO/TIME	As above. 1	As above. 2	As above. 3	As above. 4	As above. 5
RUDIMENT #3 – RHYTHMIC ACCURACY	As above. 1	As above. 2	As above. 3	As above. 4	As above. 5
RUDIMENT #4 – TEMPO/TIME	As above. 1	As above. 2	As above. 3	As above. 4	As above. 5
RUDIMENT (40 points out of a total of 130)				TOTAL:	

FACILITY Hand position ____ Stick control ____ Posture ____	Ability to control the instrument needs significant work. 1 - 2	Several basic components need attention for better facility 3 - 4	Good fundamental approach. Performance lacks only fluency. 5 - 6	Student had appropriate control of the instrument. 7 - 8 - 9	Student has achieved fluent control of the instrument. 10
RHYTHMIC ACCURACY Subdivision ____ Dotted Notes ____ Ties ____	There were significant rhythm problems. 1 - 2	There were several places in which the rhythms were unclear. 3 - 4	Most rhythms were correct with only a few spots of inaccuracy. 5 - 6	Rhythms were accurate. 7 - 8	Rhythms were precise. Attacks and releases were executed exactly. 9 - 10
MUSICALITY Dynamics ____ Tempo ____ Articulation ____ Expression ____	There was no noticeable expression in this performance. 1 - 2	Some of the musical elements, beyond pitches and rhythms, were evident. 3 - 4	There was a noticeable effort to perform the selection as written. 5 - 6	All markings were observed and expressed through performance. 7 - 8	The performance expresses profound comprehension of the composer's intent. 9 - 10
Sightreading Performance (30 points out of a total of 130)				TOTAL:	

Comments:

Adjudicators' Signature:

CCSA Piano Studio High School Assessment

Name: _____ TOTAL SCORE _____/200 Percentage: _____

ACCEPT REJECT WAIT LIST

Grade: _____ Age: _____ Current School _____

Years Studied: _____ Piano Teachers: _____, _____

First Choice/ Second Choice for CCSA Arts Area

Classical Piece Title: _____

Composer: _____ **Total:** _____/50

Notes:	Major inaccuracies 1-2-3	Several errors 4-5-6	One or two errors 7-8-9	Perfect performance 10
Rhythm:	Significant rhythm problems 1-2-3	Several places where rhythm unclear 4-5-6	Most rhythms correct with a few inaccuracies 7-8-9	Perfect Performance 10
Fingering:	Unplanned, poorly chosen fingering 1-2-3	Inconsistent, poor fingering style 4-5-6	Generally good fingering with a few fumbles 7-8-9	Excellent Presentation 10
Dynamics	No or little variation 1-2-3	Inhibited presentation, too subtle too convey to listener 4-5-6	Musical expression evident throughout 7-8-9	Excellent Presentation 10
Performance	Major problems hindered musical expression 1-2-3	Performance too subdued or timid 4-5-6	Good expression, good posture 7-8-9	Excellent, engaging performance 10

Contemporary Piece Title: _____

Composer: _____ **Total:** _____/50

Notes:	Major inaccuracies 1-2-3	Several errors 4-5-6	One or two errors 7-8-9	Perfect performance 10
Rhythm:	Significant rhythm problems 1-2-3	Several places where rhythm unclear 4-5-6	Most rhythms correct with a few inaccuracies 7-8-9	Perfect Performance 10
Fingering:	Unplanned, poorly chosen fingering 1-2-3	Inconsistent, poor fingering style 4-5-6	Generally good fingering with a few fumbles 7-8-9	Excellent Presentation 10
Dynamics	No or little variation 1-2-3	Inhibited presentation, too subtle too convey to listener 4-5-6	Musical expression evident throughout 7-8-9	Excellent Presentation 10

Performance	Major problems hindered musical expression 1-2-3	Performance too subdued or timid 4-5-6	Good expression, good posture 7-8-9	Excellent, engaging performance 10
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Major Scales (hands together, 2 octaves up and down): 20 points each **TOTAL: _____/60**

1. _____ 2. _____ 3

Sight Reading: Total : _____/20

Melodic Accuracy	No concept of sight reading at all, or only slightly 1-2-3	Several note errors 4-5-6	1 or 2 note errors 7-8-9	All notes correct 10
Rhythmic Accuracy	No concept or rhythm at all, or only slightly 1-2-3	Several rhythm problems 4-5-6	1 or 2 rhythm errors 7-8-9	All rhythms correct 10

Letter of Recommendation: Total (x2): _____/20

- No letter of recommendation 0
- Letter states that student is not qualified or does not show effort in music classes: 1-2-3
- Letter states that student has some ability in music but lacks any knowledge or skills: 4-5-6
- Letter states that student works hard and has good musical skills and knowledge :7-8-9
- Letter states that student is at the top of her/his music class and is highly proficient in abilities : 10

Comments:

Cab Calloway Orchestra Audition Rubric

Student Name _____ Date _____

Instrument _____ Entering Grade Level _____

Scales ____/20				
	5	4	3	2
Intonation - pitch	Accurate and consistent throughout	Generally accurate, but a few notes out of tune	Mostly accurate with some out of tune notes	Basic pitch center buy many out of tune notes
Rhythm - duration, subdivision, steady pulse	Accurate and steady	Few difficulties with rhythm patterns; steady pulse	Some difficulties with rhythm patterns and pulse	Many difficulties with rhythm patterns and pulse
Posture/Tone	Student has good posture, correct bow placement; used full bows; has a clear, full tone	Student has less than perfect posture; doesn't always pull whole, straight bow strokes	Student exhibits poor playing position in the left or right hand; has inconsistent tone. poor bow distribution	Student exhibits poor posture (both hand/ slouching); uses small, crooked bow strokes; has a scratchy/unclear sound
Correct Pitches	Student plays all pitches correctly for the given key	Student plays one incorrect pitches for the given key	Student plays two incorrect pitches for the given key	Student plays more than three incorrect pitches for the given key
Sight Reading ____/10				
	5	4	3	2
Correct Pitches	Student plays all pitches correctly for the given key	Student plays one incorrect pitches for the given key	Student plays two incorrect pitches for the given key	Student plays more than three incorrect pitches for the given key
Note Reading	Student reads/plays the written music flawlessly	Student incorrectly reads/plays one or two notes	Student incorrectly reads/plays three or four notes	Student incorrectly reads/plays five or more notes

Prepared Piece ____/70

	10-9-8	7-6-5	4-3-2	1-0
Intonation - pitch	Accurate and consistent throughout	Generally accurate, but a few notes out of tune	Mostly accurate with some out of tune notes	Basic pitch center but many out of tune notes
Rhythm - duration, subdivision, steady pulse	Accurate and steady	Few difficulties with rhythm patterns; steady pulse	Some difficulties with rhythm patterns and pulse	Many difficulties with rhythm patterns and pulse
Bowing – direction, distribution, articulation	Accurate direction, distribution and articulation	Few difficulties with direction, distribution and articulations	Many difficulties with direction, distribution and articulations	Little attention to direction, distribution and articulations
Expression – dynamics, phrasing, style	Musical phrasing; expressive dynamic range; appropriate style	Few difficulties with phrasing, dynamics, or style	Many difficulties with phrasing, dynamics, or style	Little attention to phrasing, dynamics, or style
Posture/Tone	Student has good posture, correct bow placement; used full bows; has a clear, full tone	Student has less than perfect posture; doesn't always pull whole, straight bow strokes	Student exhibits poor playing position in the left or right hand; has inconsistent tone. poor bow distribution	Student exhibits poor posture (both hand/ slouching); uses small, crooked bow strokes; has a scratchy/unclear sound
Correct Pitches	Student plays all pitches correctly for the given key	Student plays one incorrect pitches for the given key	Student plays two incorrect pitches for the given key	Student plays more than three incorrect pitches for the given key
Note Reading	Student reads/plays the written music flawlessly	Student incorrectly reads/plays one or two notes	Student incorrectly reads/plays three or four notes	Student incorrectly reads/plays five or more notes

High School Technical Theatre Assessment Rubric for CCSA '16-'17

Name: _____

PLEASE DO NOT WRITE BELOW THIS LINE

SCENIC DESIGN	Unsatisfactory Performance 1-0	Inadequate Performance 3-2	Adequate Performance 5-4	Pleasing Performance 7-6	Skillful Performance 9-8	Excellent Performance 10
Detailed analysis of play, key characters, plot overview	Historical and cultural details are missing from the design.	The design is based on the logical principles of design, but has little or no "flavor".	The design captures the "flavor" of the play but is not original, and includes very few details which reflect the period, culture or theme.	The design somewhat captures the "flavor" of the play by including a few details which reflect the period, culture or theme.	Design is somewhat "outside the box", captures the "flavor" of the play by including several details which accurately reflect the period, culture or theme.	Innovative, goes beyond expected concepts while maintaining the integrity & the "flavor" of the play by including several details which accurately reflect the period, culture or theme.
Designers concept, including use of symbols, color, textures and materials	Student turns in a partial design concept.	Student turns in a complete design concept, but lacks a rationale.	Student turns in a complete, although uninteresting design concept and rationale, and the rationale needs to be expanded.	Student turns in a complete, interesting design concept and rationale, but the rationale needs to be expanded.	Student turns in a complete, interesting, and justified rationale for their design concept.	Student turns in a complete, fascinating and entirely justified rationale for their design concept.
Floor plans, Elevations and 3-D Model Accuracy	No designs OR designs are seriously incomplete. Student made no effort to take clues from play to represent the character.	Designs generally do not reflect design elements and details of character.	Designs somewhat reflect design elements and details of character, yet maintains play integrity.	Designs reflect design elements and details of character, & maintains play integrity.	Designs accurately reflect design elements and details of character, and maintains play integrity.	Designs are innovative and unique and reflect design elements and details of character, & still maintains play integrity.
Attention to Detail/ Attractiveness	The designs are incomplete, untidy and lack relevance to the play.	The designs are not attractive nor informative in terms of design, layout, and neatness.	The designs are not always attractive and informative in terms of design, layout, and neatness.	The designs are somewhat attractive and informative in terms of design, layout, and neatness.	The designs are attractive and informative in terms of design, layout, and neatness.	The designs are exceptionally attractive and informative in terms of design, layout, and neatness.
Presentation in Interview	Student is not prepared to present.	The student is somewhat less than prepared, and the research is lacking; and clearly did not rehearse.	The student is somewhat prepared & researched & does appear to know the subject ; but clearly did not rehearse much.	Student is prepared & researched and is fairly knowledgeable; but might need a few more rehearsals.	Student is well prepared & researched and appears knowledgeable; and has obviously rehearsed.	Student demonstrates excellent preparation & research and appears knowledgeable and natural in delivery.

COSTUME DESIGN	Unsatisfactory Performance 1-0	Inadequate Performance 3-2	Adequate Performance 5-4	Pleasing Performance 7-6	Skillful Performance 9-8	Excellent Performance 10
Detailed analysis of play, key characters, plot overview	Historical and cultural details are missing from the design.	The design is based on the logical principles of design, but has little or no "flavor".	The design captures the "flavor" of the play but is not original, and includes very few details which reflect the period, culture or theme.	The design somewhat captures the "flavor" of the play by including a few details which reflect the period, culture or theme.	Design is somewhat "outside the box", captures the "flavor" of the play by including several details which accurately reflect the period, culture or theme.	Innovative, goes beyond expected concepts while maintaining the integrity & the "flavor" of the play by including several details which accurately reflect the period, culture or theme.
Designers concept, including use of symbols, color, textures and materials	Student turns in a partial design concept.	Student turns in a complete design concept, but lacks a rationale.	Student turns in a complete, although uninteresting design concept and rationale, and the rationale needs to be expanded.	Student turns in a complete, interesting design concept and rationale, but the rationale needs to be expanded.	Student turns in a complete, interesting, and justified rationale for their design concept.	Student turns in a complete, fascinating and entirely justified rationale for their design concept.
Drawing/ Construction/ Display Accuracy	No designs OR designs are seriously incomplete. Student made no effort to take clues from play to represent the character.	Designs generally do not reflect design elements and details of character.	Designs somewhat reflect design elements and details of character, yet maintains play integrity.	Designs reflect design elements and details of character, & maintains play integrity.	Designs accurately reflect design elements and details of character, and maintains play integrity.	Designs are innovative and unique and reflect design elements and details of character, & still maintains play integrity.
Attention to Detail/ Attractiveness	The designs are incomplete, untidy and lack relevance to the play.	The designs are not attractive nor informative in terms of design, layout, and neatness.	The designs are not always attractive and informative in terms of design, layout, and neatness.	The designs are somewhat attractive and informative in terms of design, layout, and neatness.	The designs are attractive and informative in terms of design, layout, and neatness.	The designs are exceptionally attractive and informative in terms of design, layout, and neatness.
Presentation in Interview	Student is not prepared to present.	The student is somewhat less than prepared, and the	The student is somewhat prepared & researched &	Student is prepared & researched and is fairly	Student is well prepared & researched and appears	Student demonstrates excellent preparation &

		research is lacking; and clearly did not rehearse.	does appear to know the subject ; but clearly did not rehearse much.	knowledgeable; but might need a few more rehearsals.	knowledgeable; and has obviously rehearsed.	research and appears knowledgeable and natural in delivery.
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PROPERTIES (PROP) DESIGN	Unsatisfactory Performance 1-0	Inadequate Performance 3-2	Adequate Performance 5-4	Pleasing Performance 7-6	Skillful Performance 9-8	Excellent Performance 10
Detailed analysis of play, key characters, plot overview as pertains to properties	Historical and cultural details are missing from the design.	The design is based on the logical principles of design, but has little or no "flavor".	The design captures the "flavor" of the play but is not original, and includes very few details which reflect the period, culture or theme.	The design somewhat captures the "flavor" of the play by including a few details which reflect the period, culture or theme.	Design is somewhat "outside the box", captures the "flavor" of the play by including several details which accurately reflect the period, culture or theme.	Innovative, goes beyond expected concepts while maintaining the integrity & the "flavor" of the play by including several details which accurately reflect the period, culture or theme.
Designers concept, including cost, availability, and practicality of materials	Student turns in a partial design concept.	Student turns in a complete design concept, but lacks a rationale.	Student turns in a complete, although uninteresting design concept and rationale, and the rationale needs to be expanded.	Student turns in a complete, interesting design concept and rationale, but the rationale needs to be expanded.	Student turns in a complete, interesting, and justified rationale for their design concept.	Student turns in a complete, fascinating and entirely justified rationale for their design concept.
Categorization, organization, and readability of properties management	No organization system OR system is seriously incomplete. Student made no effort to take clues from play to represent the show.	Organization system and properties management generally do not reflect design elements and details of play.	Organization system and properties management somewhat reflect design elements and details of show, yet maintains play integrity.	Organization system and properties management reflect design elements and details of show, & maintains play integrity.	Organization system and properties management accurately reflect design elements and details of show, and maintains play integrity.	Organization system and properties management are extremely organized and unique and reflect design elements and details of show, and still maintains play integrity.
Attention to Detail	The designs are incomplete, untidy and lack relevance to the play.	The designs are not attractive nor informative in terms of design, layout, and neatness.	The designs are not always attractive and informative in terms of design, layout, and neatness.	The designs are somewhat attractive and informative in terms of design, layout, and neatness.	The designs are attractive and informative in terms of design, layout, and neatness.	The designs are exceptionally attractive and informative in terms of design, layout, and neatness.
Presentation in Interview	Student is not prepared to present.	The student is somewhat less than prepared, and the research is lacking; and clearly did not rehearse.	The student is somewhat prepared & researched & does appear to know the subject ; but clearly did not rehearse much.	Student is prepared & researched and is fairly knowledgeable; but might need a few more rehearsals.	Student is well prepared & researched and appears knowledgeable; and has obviously rehearsed.	Student demonstrates excellent preparation & research and appears knowledgeable and natural in delivery.

Total Score
/150

Comments:

High School Theatre Performance Rubric

Performer: _____

1st Monologue Score

5
4
3
2

Memorization/Concentration

Actor has achieved an ownership of lines- as if they are saying their own words.	Actor knows lines well- lines appear to be memorized, accurate and they flow easily. A few unneeded pauses.	Actor hesitates a lot- flow is a bit disjointed, unneeded pauses and awkward hesitations.	Actor knows some lines, but has to ask for help or start over.	Actor clearly doesn't know the lines.
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Stage Presence/Poise/Confidence

Appears very comfortable performing- relaxed and enjoyable to watch. Great emotional commitment and energy.	Appears comfortable performing. Good emotional commitment and energy	Appears slightly uncomfortable performing. Has emotional commitment and energy at points.	Often appears uncomfortable performing. Weak emotional commitment and energy.	Obviously uncomfortable performing. No emotional commitment or energy.
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Diction/Projection/Enunciation

Superior vocal control, differentiation in pace, inflection, resonance, quality and very clear and distinct enunciation. Communicates character's uniqueness.	Voice shows excellent expression, differentiation in pace, inflection, resonance, quality and enunciation. Can hear the character's uniqueness.	Voice shows expression, differentiation in pace, inflection and enunciation. Can hear a unique voice true to the character.	Some expressive moments; inconsistent in quality and pace. Some problems with enunciation & pronunciation. While unique, may not always reflect the character.	Voice is monotone and not expressive; too quick/too slow; too high/too low. Completely indistinct and often unclear. Voice is not true to character.
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Character Development

Actor has internalized the subtext and the actor is transformed into the character throughout the performance. There is a connection between the actor and the audience.	Actor has internalized the subtext to the point that a distinct character has developed. Stayed in character throughout the performance. The actor's performance is believable.	Actor has a distinct character and stayed in character through almost all the performance. The actor's performance is usually believable.	Actor did not have a distinct character and/or broke character several times. Actor does not know what they are talking about.	No sense of character. The actor reciting lines instead of portraying a character.
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Connection to Body/Movement

Actor uses their body (gestures, business, blocking) to help reinforce what they are saying. Their body movement is motivated by the text.	Actor usually uses their body (gestures, business, blocking) to help reinforce what they are saying. Their body movement is usually textually motivated.	Actor sometimes uses their body (gestures, business, blocking) to help reinforce what they are saying. Movement is a bit awkward at times/ fidgety/ lacking movement.	Actor uses little or none of their body (gestures, business, blocking) to help express what they are saying. Their body movement does not make sense with the text.	Actor has no movement or so much movement that it is distracting.
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Focus

Actor has such a clear focal point that it allows the audience to picture who they are talking to. Does not get distracted.	Actor has a clear focal point and does not get distracted.	Actor has a clear focal point (that they go in and out of) and does not get distracted.	Actor has a focal point at times. Actor gets distracted.	Actor does not have a focal point and gets easily distracted.
---	--	---	--	---

Overall

Overall effort shows tremendous preparation and consideration.	Overall effort is very good and shows preparation.	Overall effort is good- needs more attention and preparation.	Overall effort is fair- needs much more attention and preparation.	Overall effort is insufficient.
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Additional Comments

Questionnaire Answers

10 9 8 7 6 5 4 3 2 1 0
2nd Monologue Score
 5 4 3 2

Memorization/Concentration

Actor has achieved an ownership of lines- as if they are saying their own words.	Actor knows lines well- lines appear to be memorized, accurate and they flow easily. A few unneeded pauses.	Actor hesitates a lot- flow is a bit disjointed, unneeded pauses and awkward hesitations.	Actor knows some lines, but has to ask for help or start over.	Actor clearly doesn't know the lines.
--	---	---	--	---------------------------------------

Stage Presence/Poise/Confidence

Appears very comfortable performing- relaxed and enjoyable to watch. Great emotional commitment and energy.	Appears comfortable performing. Good emotional commitment and energy	Appears slightly uncomfortable performing. Has emotional commitment and energy at points.	Often appears uncomfortable performing. Weak emotional commitment and energy.	Obviously uncomfortable performing. No emotional commitment or energy.
---	--	---	---	--

Diction/Projection/Enunciation

Superior vocal control, differentiation in pace, inflection, resonance, quality and very clear and distinct enunciation. Communicates character's uniqueness.	Voice shows excellent expression, differentiation in pace, inflection, resonance, quality and enunciation. Can hear the character's uniqueness.	Voice shows expression, differentiation in pace, inflection and enunciation. Can hear a unique voice true to the character.	Some expressive moments; inconsistent in quality and pace. Some problems with enunciation & pronunciation. While unique, may not always reflect the character.	Voice is monotone and not expressive; too quick/too slow; too high/too low. Completely indistinct and often unclear. Voice is not true to character.
---	---	---	--	--

Character Development

Actor has internalized the subtext and the actor is transformed into the character throughout the performance. There is a connection between the actor and the audience.	Actor has internalized the subtext to the point that a distinct character has developed. Stayed in character throughout the performance. The actor's performance is believable.	Actor has a distinct character and stayed in character through almost all the performance. The actor's performance is usually believable.	Actor did not have a distinct character and/or broke character several times. Actor does not know what they are talking about.	No sense of character. The actor reciting lines instead of portraying a character.
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Connection to Body/Movement

Actor uses their body (gestures, business, blocking) to help reinforce what they are saying. Their body movement is motivated by the text.	Actor usually uses their body (gestures, business, blocking) to help reinforce what they are saying. Their body movement is usually textually motivated.	Actor sometimes uses their body (gestures, business, blocking) to help reinforce what they are saying. Movement is a bit awkward at times/ fidgety/ lacking movement.	Actor uses little or none of their body (gestures, business, blocking) to help express what they are saying. Their body movement does not make sense with the text.	Actor has no movement or so much movement that it is distracting.
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Focus

Actor has such a clear focal point that it allows the audience to picture who they are talking to. Does not get distracted.	Actor has a clear focal point and does not get distracted.	Actor has a clear focal point (that they go in and out of) and does not get distracted.	Actor has a focal point at times. Actor gets distracted.	Actor does not have a focal point and gets easily distracted.
---	--	---	--	---

Overall

Overall effort shows tremendous preparation and consideration.	Overall effort is very good and shows preparation.	Overall effort is good- needs more attention and preparation.	Overall effort is fair- needs much more attention and preparation.	Overall effort is insufficient.
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Additional Comments

Group Improvisations Score-

5

4

3

2

1

Makes bold Choices

Made large bold choices to help advance the characters and the scene.	Made choices to help advance the characters and the scene.	Made small choices to help advance the characters and the scene.	Made choices that did not help to advance the characters and the scene.	Made no choices at all.
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Stage Presence/Poise/Confidence

Appears very comfortable performing- relaxed and enjoyable to watch.	Appears comfortable performing.	Appears slightly uncomfortable performing.	Often appears uncomfortable performing.	Obviously uncomfortable performing.
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Following the Improv Rules

Has an exceptional understanding of the improv rules and follows them throughout the performance.	Has an understanding of the basic improv rules and follows them throughout the performance.	Has an understanding of the basic improv rules and follows them throughout most of the performance.	Has little knowledge of the improv rules and does not follow many of them throughout the performance.	Has no knowledge of the improv rules.
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Overall

Skills developed to an advanced level.	Skills developed to a good level.	Skills are developing.	Skills are just beginning to develop.	Skills are not yet developed.
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HS CCSA VISUAL ARTS ASSESSMENT

DATE: ____/____/____

Last Name, First: _____ School _____ Entry Grade: _____

REQUIRED ELEMENTS:	ORIGINALITY					SKILL/TECH.					EXPRESSION					
Self Portrait _____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
Still Life _____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
Human Figure _____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
Landscape _____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
ADDITIONAL ELEMENTS:	ORIGINALITY					SKILL/TECH.					EXPRESSION					
_____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
_____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
_____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____
_____	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	10	9.2	8.5	7.7	5	_____

SITE DRAWING SCORE:
 ___ 80 74 68 62 56 ___

WRITTEN RESPONSE:
 40 36 32 28 24 ___

Total Sum for ASSESSMENT (360): _____

ACCEPT

Assessment Score (SUM ÷ 360):

DEFINITIONS:

Each art submission is measured using three separate components: originality, skill/technique and expression.

Originality: The quality of being original, as opposed to producing art derived from another artist's works or ideas. Originality is defined as the ability to think or express oneself in an independent and individual manner i.e. creativity, freshness or novelty, as of an idea or method. Originality also deals with the authenticity of the object being rendered (when drawing a flower it should look like an actual flower not a stylized rendition)

Skill and technique measures one's knowledge, aptitude, or ability to effectively and readily execute a piece of art. The art should demonstrate a proficient use of medium, a high level of craftsmanship, and reflect an understanding of compositional principles.

Expression is the act of conveying mood, sentiment, feeling, spirit and character in artistic execution. Truly expressive works powerfully reflect the artist's own voice.

CAB CALLOWAY HIGH SCHOOL VOCAL ASSESSMENTS

NAME: _____ GRADE: _____ VOICE PART: _____

Broadway Song: _____

Total: _____

DICTION	Words were not pronounced clearly, with some words unintelligible 1-2-3	There were places in the performance where the words were not clear 4-5-6	All words were clear and understandable 7-8-9	Enunciation was clear and showed an understanding of the context of the piece 10
TONE	Major problems hindered musical expression. 1-2-3	Tonal concept was underway, but needs further refinement. 4-5-6	Tone was well developed and appropriate for genre 7-8-9	Tone quality enhanced the performance 10
INTONATION	Intonation created a barrier to singing the solo in tune 1-2-3	There were many instances of pitch problems 4-5-6	Virtually all pitches were correct and in tune 7-8-9	The entire performance was tuned beautifully 10
RHYTHMIC ACCURACY	There were significant rhythm problems 1-2-3	There were several places in which the rhythms were not clear 4-5-6	Most rhythms were correct, with only a few inaccurate spots 7-8-9	Rhythms were precise. Attacks and releases were executed exactly 10
PHRASING, DYNAMICS and EXPRESSION	The performance did not express musical ideas effectively 1-2-3	Expression was inhibited, or too subtle to convey to the listener 4-5-6	Musical expression was evident throughout 7-8-9	Performance clearly expressed musical intent of the composer 10
PRESENTATION	Performer did not give consideration to the visual aspect of the performance 1-2-3	The performer appeared subdued or timid; or had distracting movements 4-5-6	Performer included appropriate expressions with good posture 7-8-9	The presentation was such that the listener was fully engaged in the performance 10

Classical Song: _____

Total: _____

DICTION	Words were not pronounced clearly, with some words unintelligible 1-2-3	There were places in the performance where the words were not clear 4-5-6	All words were clear and understandable 7-8-9	Enunciation was clear and showed an understanding of the context of the piece 10
TONE	Major problems hindered musical expression. 1-2-3	Tonal concept was underway, but needs further refinement. 4-5-6	Tone was well developed and appropriate for genre 7-8-9	Tone quality enhanced the performance 10
INTONATION	Intonation created a barrier to singing the solo in tune 1-2-3	There were many instances of pitch problems 4-5-6	Virtually all pitches were correct and in tune 7-8-9	The entire performance was tuned beautifully 10
RHYTHMIC ACCURACY	There were significant rhythm problems 1-2-3	There were several places in which the rhythms were not clear 4-5-6	Most rhythms were correct, with only a few inaccurate spots 7-8-9	Rhythms were precise. Attacks and releases were executed exactly 10
PHRASING, DYNAMICS and EXPRESSION	The performance did not express musical ideas effectively 1-2-3	Expression was inhibited, or too subtle to convey to the listener 4-5-6	Musical expression was evident throughout 7-8-9	Performance clearly expressed musical intent of the composer 10
PRESENTATION	Performer did not give consideration to the visual aspect of the performance 1-2-3	The performer appeared subdued or timid; or had distracting movements 4-5-6	Performer included appropriate expressions with good posture 7-8-9	The presentation was such that the listener was fully engaged in the performance 10

Pitch Reproduction:

TOTAL multiplied by 2 = _____

PITCH ACCURACY	Only one or a few responses were accurate 1-2-3	A few more responses were accurate 4-5-6	Most of the challenging responses were accurate 7-8-9	All responses, including the most challenging, were accurate 10
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Two-part Melody:

TOTAL multiplied by 2 = _____

ABILITY TO LEARN PART	Could not learn the melody at all, or only slightly 1-2-3	Trouble with several pitches and rhythms in the melody 4-5-6	Most of the rhythms and pitches were accurate and learned 7-8-9	All of the pitches and rhythms were executed with precision and learned quickly 10
ABILITY TO MAINTAIN PART	Could not maintain melody at all or only at the beginning with countermelody 1-2-3	Trouble maintaining melody and rhythm during most of the song with countermelody 4-5-6	Most of the rhythms and pitches were maintained with countermelody 7-8-9	All of the pitches and rhythms were executed precisely with countermelody 10

Sight-reading Section:

TOTAL multiplied by 2 = _____

MELODIC ACCURACY	No concept of sight-reading at all, or only slightly 1-2-3	There were several pitch errors 4-5-6	There were 1 or 2 pitch errors but mostly accurate 7-8-9	All pitches were correct 10
RHYTHMIC ACCURACY	No concept or rhythm at all, or only slightly 1-2-3	There were several rhythm problems 4-5-6	There were 1 or 2 rhythm problems, but mostly accurate 7-8-9	All rhythms were correct 10

Note reading Ability:

TOTAL = _____

TREBLE CLEF	No concept of notation. No note recognition or very little 1-2-3	A few notes were recognizable and labeled 4-5-6	Several notes were recognizable with a few mistakes 7-8-9	All notes were recognized and labeled correctly 10
BASS CLEF	No concept of notation. No note recognition or very little 1-2-3	A few notes were recognizable and labeled 4-5-6	Several notes were recognizable with a few mistakes 7-8-9	All notes were recognized and labeled correctly 10

Letter of Recommendation:

TOTAL multiplied by 2 = _____

No letter of recommendation produced by applicant 0	Letter states student is not qualified or does not show effort in music classes 1-2-3	Letter states that student has some ability in music but may lack knowledge or skills 4-5-6	Letter states that student works hard and has good musical skills and knowledge 7-8-9	Letter states that student is at the top of his/her music class and highly proficient in abilities 10
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Total score: _____/260

Percentage: _____

Accept

Reject

Waitlist