Michigan School Band & Orchestra Association
Official Solo and Ensemble Festival Adjudication Form

**Final Rating**
(Do not use plus or minus)
I, II, III, IV, V
Circle the Roman Numeral

| Judge's Signature |
| Judge's Name |

In the square opposite each category, one of the letter grades A, B, C, D, or E should be used. This grade will represent an evaluation of the entire performance in that category.

The letter grades correspond to the Roman Numeral I, II, III, IV, or V.

The **Final Rating** (Roman Numeral) in the upper right corner, should correlate directly with the appropriate distribution of letter grades allotted in the category squares.

The **Final Rating** is determined by a predominance of grades in the first five categories, e.g.:
- Division I will include three grades of “A,”
- Division II will include three grades of “B,”
- Division III will include three grades of “C,” etc.

---

**TONE**
- Beauty
- Control
- Balance
- Ensemble

**INTONATION**
- Melodic Line
- Chords
- Individuals
- With accompaniment

**RHYTHM**
- Accents
- Meter
- Precision
- Interpretation of rhythmic figures

**TECHNIQUE**
- General
  - Fluenct
  - Articulation
  - Fingering
  - Accuracy
- Strings
  - Bowing
  - Choice
  - Execution
- Winds
  - Tonguing
  - Breathing

**INTERPRETATION**
- Phrasing
- Expression
- Tempo
- Dynamics
- Style
- Tradition

**MUSICAL VALUE**
- Musical Value
- Suitability

**ACCOMPANIMENT**
- Accuracy
- Effectiveness

**EMBOUCHURE**

**GENERAL EFFECT**
- Spirit
- Taste
- Contrast
- Artistry
- Posture
  - Stage presence (solo)
  - Stage Appearance (ensemble)

**OVERALL PERFORMANCE**

---

**STRONG POINTS:**

**WEAK POINTS:**

**SUGGESTIONS FOR IMPROVEMENT:**

In the square opposite each category, one of the letter grades A, B, C, D, or E should be used. This grade will represent an evaluation of the entire performance in that category. The letter grades correspond to the Roman Numeral I, II, III, IV, or V.

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- Division I will include three grades of “A,”
- Division II will include three grades of “B,”
- Division III will include three grades of “C,” etc.

---

The Five Divisional Ratings

- **Division I - Superior** - Highly refined and developed, considering the classification. Consistency is demonstrated throughout the solo or within the ensemble. A few minor isolated flaws might exist, but they do not detract from the performance.
- **Division II - Excellent** - Somewhat refined and developed and consistency is often demonstrated in the solo or within the ensemble. Noticeable flaws sometimes detract from the performance.
- **Division III - Good** - Developing, consistency is sometimes demonstrated by the soloist or within the ensemble, but not yet refined. Noticeable flaws often detract from the performance.
- **Division IV - Fair** - Not yet developing or refined, consistency is seldom demonstrated by the soloist or within the ensemble. Obvious flaws consistently detract from the performance.
- **Division V - Poor** - Consistency is infrequently demonstrated by the soloist or ensemble.
### Section 1 – Scales
(Each scale or etude is rated from 0 to 5 points with 5 being the highest)

| Major Scales: |
| Minor Scales or Arpeggios: |
| Chromatic Scale or Technical Etude when requested: |
| Scales or Etudes Requested by the Adjudicator: |
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |

### Section 2 – Sight Reading
(Each category is rated from 0 to 5 points with 5 being the highest)

| Notes |
| Key |
| Rhythm |
| Dynamics |
| Phrasing and Articulation |

### Section 3 – Prepared Solo
(Each category is rated from 0 to 10 with 10 being the highest)

| Composition: |
| Composer: |
| Adjudicator’s Comments |
| TONE |
| INTONATION |
| RHYTHM |
| TECHNIQUE |
| STRINGS |
| WIND |
| INTERPRETATION |

(Additional space for comments on the back)
Michigan School Band & Orchestra Association
Solo and Ensemble Festival
Official Chamber Ensemble Adjudication Form

<table>
<thead>
<tr>
<th>Section:</th>
<th>Time:</th>
<th>Soloist or Ensemble Leader:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
<td></td>
<td>Instrument or Ensemble:</td>
</tr>
</tbody>
</table>

**Final Rating**

(Do not use plus or minus)

I, II, III, IV, V
Circle the Roman Numeral

**Judge's Signature**

**Judge's Name**

**Adjudicator's Comments**

(Additional comments may be made on the reverse side)

---

**TONE**
- Beauty
- Control
- Balance

**INTONATION**
- Melodic Line
- Chords
- Individuals
- Sections

**RHYTHM**
- Accents
- Metre
- Precision
- Interpretation of rhythmic figures

**TECHNIQUE**
- Fluency
- Articulation
- Bowing
- Ensemble
- Accuracy

**INTERPRETATION**
- Phrasing
- Expression
- Tempo
- Dynamics
- Style
- Tradition

**General Spirit**
- Taste
- Contrast

**Selection**
- Musical Value
- Suitability

**Stage Deportment**
- Appearance
- Discipline
- Posture
- Stage Efficiency

**Overall Performance**

**This Section Does Not Affect the Rating**

**Strong Points:**

**Weak Points:**

**Suggestions for Improvement:**

In the square opposite each category, one of the letter grades A, B, C, D, or E should be used. This grade will represent an evaluation of the entire performance in that category.

The letter grades correspond to the Roman Numeral I, II, III, IV, or V.

The **Final Rating** (Roman Numeral) in the upper right corner, should correlate directly with the appropriate distribution of letter grades allotted in the category squares.

*The Final Rating is determined by a predominance of grades in the first five categories, e.g.:*

- **Division I** will include three grades of “A,”
- **Division II** will include three grades of “B,”
- **Division III** will include three grades of “C,” etc.

**The Five Divisional Ratings**

- **Division I** - Superior - Highly refined and developed, considering the classification. Consistency is demonstrated within the ensemble. A few minor isolated flaws might exist, but they do not detract from the performance.
- **Division II** - Excellent - Somewhat refined and developed and consistency is often demonstrated within the ensemble. Noticeable flaws sometimes detract from the performance.
- **Division III** - Good - Developing, consistency is sometimes demonstrated within the ensemble, but not yet refined. Noticeable flaws often detract from the performance.
- **Division IV** - Fair - Not yet developing or refined, consistency is seldom demonstrated within the ensemble. Obvious flaws consistently detract from the performance.
- **Division (V)** - Poor - Consistency is infrequently demonstrated by the ensemble.
Michigan School Band & Orchestra Association
Solo and Ensemble Festival
Official Piano Adjudication Form

Festival Site/Date:
Section: Time: Soloist or Ensemble Leader: Instrument or Ensemble:

<table>
<thead>
<tr>
<th>INTERPRETATION</th>
<th>Adjudicator’s Comments</th>
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</thead>
<tbody>
<tr>
<td>Tempo</td>
<td></td>
</tr>
<tr>
<td>Style</td>
<td></td>
</tr>
<tr>
<td>Phrasing</td>
<td></td>
</tr>
<tr>
<td>Dynamics</td>
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<tr>
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<tbody>
<tr>
<td>Tradition</td>
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<td>Spirit</td>
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<td>Expression</td>
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<td>Nuance</td>
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<table>
<thead>
<tr>
<th>RHYTHM</th>
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<tbody>
<tr>
<td>Accents</td>
<td></td>
</tr>
<tr>
<td>Metre</td>
<td></td>
</tr>
<tr>
<td>Precision</td>
<td></td>
</tr>
<tr>
<td>Interpretation of rhythmic figures</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TECHNIQUE</th>
<th></th>
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<tbody>
<tr>
<td>Right Hand</td>
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</tr>
<tr>
<td>Left Hand</td>
<td></td>
</tr>
<tr>
<td>Hand position</td>
<td></td>
</tr>
<tr>
<td>Pedal use</td>
<td></td>
</tr>
<tr>
<td>Fluency</td>
<td></td>
</tr>
<tr>
<td>Accuracy</td>
<td></td>
</tr>
<tr>
<td>Fingering</td>
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<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>Beauty</td>
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<tr>
<td>Control</td>
<td></td>
</tr>
<tr>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td>Ensemble</td>
<td></td>
</tr>
</tbody>
</table>

**THIS SECTION DOES NOT AFFECT THE RATING**

<table>
<thead>
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<th>SELECTION</th>
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<tbody>
<tr>
<td>Musical Value</td>
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<tr>
<td>Suitability</td>
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</table>

<table>
<thead>
<tr>
<th>STAGE PRESENCE</th>
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</thead>
<tbody>
<tr>
<td>Spirit</td>
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<tr>
<td>Posture</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td></td>
</tr>
</tbody>
</table>

| OVERALL PERFORMANCE | |
|---------------------| |

(Additional comments may be made on the reverse side)

Strong Points:
Weak Points:
Suggestions for improvement:

---

The Five Divisional Ratings:

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**Division IV** - Fair - Not yet developing or refined, consistency is seldom demonstrated by the soloist or within the ensemble. Obvious flaws consistently detract from the performance.

**Division (V)** - Poor - Consistency is infrequently demonstrated by the soloist or ensemble.
**Michigan School Band & Orchestra Association**  
**Official Piano Proficiency Examination Form**  
(A total score of 95 points is required to pass a proficiency examination)

### Festival Site/Date:  
### School:  
### Time:  
### Soloist or Ensemble Leader:  

<table>
<thead>
<tr>
<th>Section</th>
<th>Score</th>
<th>Type of Proficiency &amp; Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scales Total</td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>Invention/Fugue Total</td>
<td>(15)</td>
<td></td>
</tr>
<tr>
<td>Sight Reading Total</td>
<td>(20)</td>
<td></td>
</tr>
<tr>
<td>Solo Total</td>
<td>(50)</td>
<td></td>
</tr>
</tbody>
</table>

**Final Score:  
Judge’s Signature:  
Judge’s Name:  

---

**Section 1 – Scales**  
(Each scale is rated from 0 to 3 points with 3 being the highest)  
**Major Scales & Arpeggios:**  

1.  
2.  
3.  
4.  
5.  

**Minor Scales & Arpeggios:**  

1.  
2.  
3.  
4.  
5.  

**Scales & Arpeggios Total Score**  
(Perfect score is 15)  

**Section 2 – Invention or Fugue**  

**Title:**  
**Comments:**  

**Invention or Fugue Total Score**  
(Perfect score is 15)  

---

**Section 3 – Sight Reading**  
(Each category is rated from 0 to 4 points with 4 being the highest)  

**Notes:**  
**Key:**  
**Rhythm:**  
**Dynamics:**  
**Phrasing:**  

**Sight Reading Total Score**  
(Perfect score is 20)  

---

**Section 4 – Prepared Solo**  
(Each category is rated from 0 to 10 with 10 being the highest)  

**Composition:**  
**Composer:**  

**Adjudicator’s Comments**  

**INTERPRETATION**  
Tempo  
Style  
Phrasing  
Dynamics  
Choice of selection  

**ARTISTRY**  
Expression  
Agogic  
Staccato  
Grace notes  

**RHYTHM**  
Accents  
Syncopation  
Interpretation of rhythmic figures  

**TECHNIQUE**  
Hand Independence  
Hand Position  
Pedal use  
Fluency  
Accuracy  
Fingering  

**TONE**  
Beauty  
Control  

**Solo Total Score**  
(Perfect score is 50 points)  

(Additional space for comments on the back)
Michigan School Band & Orchestra Association
Official Harp Proficiency Examination Form

(A total score of 85 points is required to pass a proficiency examination)

Festival Site/Date: _______________________________________________

Section: ______________________ Time: ______________________

School: ______________________ Type of Proficiency & Level: ______________________

Soloist or Ensemble Leader: ______________________

Scales Arpeggios & Exercises

Section 1 – Scales, Arpeggios and Exercises
(Each scale is rated from 0 to 5 points with 5 being the highest)

Major Scales
Harmonic Minor Scales
Arpeggios

Technical Exercise (when required): Scales, arpeggios or exercises requested by the adjudicator:
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Scales, Arpeggios and Exercises Total Score
(Perfect score is 25)

Section 2 – Sight Reading
(Each category is rated from 0 to 4 points with 4 being the highest)

Notes ______________________
Key ______________________
Rhythm ______________________
Dynamics ______________________
Phrasing and Articulation ______________________

Sight Reading Total Score
(Perfect score is 25)

Section 3 – Prepared Solo
(Each category is rated from 0 to 10 with 10 being the highest)

Composition: ______________________ Composer: ______________________

Adjudicator’s Comments

INTERPRETATION
Tempo ______________________
Style ______________________
Phrasing ______________________
Dynamics ______________________
Choice of selection ______________________

ARTISTRY
Tradition ______________________
Spirit ______________________
Taste ______________________
Expression ______________________
Nuance ______________________

RHYTHM
Accuracy ______________________
Meter ______________________
Precision ______________________
Interpretation of rhythmic figures ______________________

TECHNIQUE
Tuning ______________________
Fluency ______________________
Articulation ______________________
Fingering ______________________
Accuracy ______________________
Pedaling ______________________

TONAL BEAUTY
Control ______________________

Solo Total Score
(Perfect score is 50 points)

(Additional space for comments on the back)
Michigan School Band & Orchestra Association  
Solo and Ensemble Festival  
Official Percussion Adjudication Form

### Final Rating
(I, II, III, IV, V)  
Circle the Roman Numeral

<table>
<thead>
<tr>
<th>Final Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Division one plus or minus)</td>
</tr>
<tr>
<td>I, II, III, IV, V</td>
</tr>
<tr>
<td>Circle the Roman Numeral</td>
</tr>
</tbody>
</table>

### Judge’s Signature

### Judge’s Name

| Festival Site/Date:  
| Section:  
| Time:  
| Soloist or Ensemble Leader:  
| School:  
| Instrument or Ensemble:  

### Adjudicator’s Comments

#### TONE
- Beauty  
- Playing Area  
- Head/Shell Tension  
- Choice of sticks/mallets  
- Muffling/damping  
- Tuning  

#### PRECISION
- Intonation  
- Balance/Blend  
- Control  
- Melodic Line  
- Fluency  
- Attack  
- Release  
- Accuracy  
- Ensemble  

#### RHYTHM
- Accents  
- Meter  
- Precision  
- Interpretation of rhythmic figures  

#### TECHNIQUE
- Grip  
- Stroke  
- Arm/Wrist movement  
- Equal height of sticks  
- Articulation  
- Execution of rhythmic figures  

#### INTERPRETATION
- Tempo  
- Balance  
- Accents  
- Dynamics  
- Expression  
- Phrasing  
- Characteristic style  

### STRONG POINTS:

### WEAK POINTS:

### SUGGESTIONS FOR IMPROVEMENT:

(Average comments may be made on the reverse side)

### The Five Divisional Ratings

- **Division I** - Superior: Highly refined and developed, considering the classification. Consistency is demonstrated throughout the solo or within the ensemble. A few minor isolated flaws might exist, but they do not detract from the performance.
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- **Division IV** - Fair: Not yet developing or refined, consistency is seldom demonstrated by the soloist or within the ensemble. Obvious flaws consistently detract from the performance.
- **Division (V)** - Poor: Consistency is infrequently demonstrated by the soloist or ensemble.
Michigan School Band & Orchestra Association
Official Snare Drum Proficiency Examination Form
(A total score of 85 points is required to pass a proficiency examination)

Festival Site/Date: ____________________________
Section: ____________________________ Time: ____________________________
School: ____________________________ Soloist or Ensemble Leader: ____________________________
Type of Proficiency & Level: ____________________________

Judge's Name: ____________________________
Judge’s Signature: ____________________________

Section 1 – Sight Reading
(Each category is rated from 0 to 5 points with 5 being the highest)

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Rhythm</th>
<th>Technique</th>
<th>Interpretation</th>
<th>Sight Reading Total (25)</th>
</tr>
</thead>
</table>

Section 2 – Stick Control
(Stick Control proficiency rudiments are not cumulative. Rudiments must be performed slow-fast-slow at a consistent volume.)
(Each category is rated from 0 to 5 points with 5 being the highest. Score only for the proficiency level entered.)

<table>
<thead>
<tr>
<th>Proficiency I requirements</th>
<th>Proficiency II requirements</th>
<th>Proficiency III requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long double bounce roll</td>
<td>Long double bounce roll</td>
<td>Long double bounce roll</td>
</tr>
<tr>
<td>(two sounds with each hand)</td>
<td>(two sounds with each hand)</td>
<td>(two sounds with each hand)</td>
</tr>
<tr>
<td>Long multiple bounce roll</td>
<td>Long multiple bounce roll</td>
<td>Long multiple bounce roll</td>
</tr>
<tr>
<td>Flam (hand to hand)</td>
<td>Flam &amp; ruff in combination patterns</td>
<td>Rolls</td>
</tr>
<tr>
<td>Ruff (hand to hand)</td>
<td>Single stroke roll</td>
<td>5 stroke roll</td>
</tr>
<tr>
<td>Five stroke roll (with each hand)</td>
<td>‘Diddle” patterns</td>
<td>7 stroke roll</td>
</tr>
<tr>
<td></td>
<td>Paradiddle</td>
<td>9 stroke roll</td>
</tr>
<tr>
<td></td>
<td>Double paradiddle</td>
<td>13 stroke roll</td>
</tr>
</tbody>
</table>

Proficiency I Stick Control Total Score: ____________________________
Proficiency II Stick Control Total Score: ____________________________
Proficiency III Stick Control Total Score: ____________________________

Section 3 – Prepared Solo
(Each category is rated from 0 to 10 with 10 being the highest)

Composition: ____________________________
Composer: ____________________________

Adjudicator’s Comments

<table>
<thead>
<tr>
<th>TONE</th>
<th>PRECISION</th>
<th>RHYTHM</th>
<th>TECHNIQUE</th>
<th>INTERPRETATION</th>
</tr>
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</tbody>
</table>

Adjudicator’s Comments

Solo Total Score (Perfect score is 50 points): ____________________________

(Additional space for comments on the back)
Michigan School Band & Orchestra Association
Official Timpani Proficiency Examination Form
(A total score of 85 points is required to pass a proficiency examination)

Festival Site/Date: 
Section: 
School: 
Soloist or Ensemble Leader: 
Time: 
Type of Proficiency & Level: 

Section 1 – Sight Reading
(Each category is rated from 0 to 5 points with 5 being the highest)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuning</td>
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<tr>
<td>Accuracy</td>
<td></td>
</tr>
<tr>
<td>Rhythm</td>
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</table>

Section 2 – Etude
(Each category is rated from 0 to 5 points with 5 being the highest)

<table>
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<tr>
<th>Category</th>
<th>Score</th>
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<tbody>
<tr>
<td>TONE</td>
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<tr>
<td>PRECISION</td>
<td></td>
</tr>
<tr>
<td>RHYTHM</td>
<td></td>
</tr>
<tr>
<td>TECHNIQUE</td>
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</tr>
<tr>
<td>INTERPRETATION</td>
<td></td>
</tr>
</tbody>
</table>

Section 3 – Prepared Solo
(Each category is rated from 0 to 10 with 10 being the highest)

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TONE</td>
<td></td>
</tr>
<tr>
<td>PRECISION</td>
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<td>RHYTHM</td>
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<tr>
<td>TECHNIQUE</td>
<td></td>
</tr>
<tr>
<td>INTERPRETATION</td>
<td></td>
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</table>

Adjudicator’s Comments

Solo Total Score
(Possible score is 50 points)

(Additional space for comments on the back)
Michigan School Band & Orchestra Association
Official Melody Percussion Proficiency Examination Form
(A total score of 85 points is required to pass a proficiency examination)

<table>
<thead>
<tr>
<th>Festival Site/Date:</th>
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<tbody>
<tr>
<td>Section:</td>
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</tr>
<tr>
<td>Time:</td>
<td></td>
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<tr>
<td>Soloist or Ensemble Leader:</td>
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</tr>
<tr>
<td>School:</td>
<td></td>
</tr>
<tr>
<td>Type of Proficiency &amp; Level:</td>
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</table>

**Section 1 – Scales and/or Chord Progressions**
(Each scale or chord progression is rated from 0 to 5 with 5 being the highest)

Major scales, Minor scales, Chromatic scale
For Proficiency II and III: Four mallet chord progressions

Scales and/or Chord Progressions requested by the Adjudicator:

1. __________________________
2. __________________________
3. __________________________
4. __________________________
5. __________________________

**Section 2 – Sight Reading**
(Each category is rated from 0 to 5 with 5 being the highest)

<table>
<thead>
<tr>
<th>Accuracy</th>
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</thead>
<tbody>
<tr>
<td>Key</td>
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</tr>
<tr>
<td>Rhythm</td>
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<tr>
<td>Interpretation</td>
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<tr>
<td>Dynamics</td>
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**Section 3 – Prepared Solo**
(Each category is rated from 0 to 10 with 10 being the highest)

Composition: ____________________________ Composer: ____________________________

<table>
<thead>
<tr>
<th>TONE</th>
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<tbody>
<tr>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>Control</td>
<td></td>
</tr>
<tr>
<td>Choice of stick/mallets</td>
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<tr>
<td>Playing area</td>
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<tr>
<td>Muffling/damping</td>
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<table>
<thead>
<tr>
<th>PRECISION</th>
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<tbody>
<tr>
<td>Intonation</td>
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<tr>
<td>Balance</td>
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<tr>
<td>Blend</td>
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<tr>
<td>Control</td>
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<tr>
<td>Melodic line</td>
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<tr>
<td>Phrasing</td>
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<tr>
<td>Attack</td>
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<tr>
<td>Release</td>
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<tr>
<td>Accuracy</td>
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<thead>
<tr>
<th>RHYTHM</th>
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<tr>
<td>Accuracy</td>
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<tr>
<td>Meter</td>
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<tr>
<td>Precision</td>
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</tr>
<tr>
<td>Interpretation of rhythmic figures</td>
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<table>
<thead>
<tr>
<th>TECHNIQUE</th>
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<tbody>
<tr>
<td>Grip</td>
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<tr>
<td>Stroke</td>
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<tr>
<td>Wrist</td>
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<tr>
<td>Arm movement</td>
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<tr>
<td>Articulation</td>
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<tr>
<td>Equal height of sticks</td>
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<tr>
<td>Execution of rhythmic figures</td>
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<table>
<thead>
<tr>
<th>INTERPRETATION</th>
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<tbody>
<tr>
<td>Tempo</td>
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<tr>
<td>Balance</td>
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<tr>
<td>Accents</td>
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<tr>
<td>Dynamics</td>
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<tr>
<td>Expression</td>
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<td>Phrasing</td>
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<tr>
<td>Characteristic style</td>
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**Judge’s Comments**

**Solo Total Score**
(Perfect score is 50 points)