



### **ADDITIONAL INFORMATION**

1. Students entering District 2-NM receive ratings of 4 to 1. No rating of 5 is allowed. No memory is required.
2. When giving a numerical rating, you are allowed to use a + or - if you feel the student's performance is somewhat in the "crack". These + or -'s do not factor in the overall numerical grade of the performance.
3. The critique of the performance is to be mainly written comments so that the student and teacher can benefit from your words. No matter what "rating" the student receives, the written comments are what the student can learn from the most. The following are some general criteria to use when writing a clear and concise rating sheet:
  - Using language that is meaningful to the student as well as the teacher, is important. Work to avoid using generic terms such as good, fine and nice. Remember: the student is walking in the door thinking their piece is already "good". More specific words will pinpoint exactly what you are thinking and assist the student in further exploration of the music. Compare "you have a nice sound" to "the depth of your tone in the opening of the Brahms was warm and inviting."
  - Be sure to write both general and specific comments. Use measure numbers when going into detail on a specific issue. A general comment such as "good dynamics" is a place to start. Students and teachers will find it even more helpful, however, if you follow the general comment with something more specific such as "your dynamic contrasts shaped the line very well, especially in measures 25-29."
  - Support your ratings with your comments. Work especially hard when giving a 4+ as to why the piece was a 4+ and not a 5-!! As you write your comments, try to answer any questions you think the student or teacher would have asked you regarding the rating that you gave the student.
4. Please confine your written comments to the student's adjudication sheet rather than their music.
5. Try to balance positive and negative comments. ALWAYS START WITH A POSITIVE COMMENT! All students need some praise and some suggestions for further growth. At the same time, be sure you identify and clarify why the rating you chose was not a high one. If the performance was excellent and the rating high, work to challenge the student to explore new layers of the music.

6. Please remember that you are hearing young people and not mature adults. They are learning and growing as musicians and WILL make errors in their performances.

7. Base the rating on musicality that was used when playing the music, rather than just notes themselves. If you were to erase all the notes on the page and have the student perform the piece, were the details that were left on the page performed to their fullest? This is the question to ask yourself in choosing a rating.

8. Take into consideration the quality of the instrument and the acoustics of the room when giving a rating. Be sure to try the piano YOURSELF before the audition begins.

9. If photocopies are brought to the site for a piece, no points are given for that piece, only comments!

10. Photocopies are allowed for accompanists, as long as the original book is also there.

11. If the judge's copy is not brought to site, no points are given for that piece(s), only comments!

12. If a student needs to use music for a piece in which memory is a requirement, he shall receive comments only. There will be no points given for that piece. This applies to the following tracks at district auditions: District 2, District 3, and State track.

Revised Fall 2009 (General Guidelines)