### Scales:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2 (Level one, plus)</th>
<th>LEVEL 3 (Levels 1,2, plus)</th>
<th>LEVEL 4 (Level 1,2,3, plus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Scales (1 Octave): C, F, Bb, Eb, Ab, G, D, Chromatic 2 Octave</td>
<td>Major Scales (2 Octaves, where possible): Db, Gb, A, E, B/Cb</td>
<td>Mirror (Pure, Melodic, Harmonic): a, d, g, c, f</td>
<td>Mirror (Pure, Melodic, Harmonic): bb, eb, g♯/ab, db, gb, b, e</td>
</tr>
<tr>
<td>all scales memorized</td>
<td>all scales memorized</td>
<td>all scales memorized</td>
<td>all scales memorized</td>
</tr>
</tbody>
</table>

**Time Signature and Rhythms: Count, Clap, Play and Perform to the following parameters:**

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2 (Level one, plus)</th>
<th>LEVEL 3 (Levels 1,2, plus)</th>
<th>LEVEL 4 (Level 1,2,3, plus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Meters 2/4, 3/4, 4/4, Cut time</td>
<td>Compound Meters (3/8, 6/8, 9/8, 12/8) adding rhythms including: dotted-eighth notes and eighth note triplets in simple meters</td>
<td>Add Simple meters 5/4, 6/4, 7/8, etc. Add syncopated eighth and sixteenth note rhythms and quarter note triplets.</td>
<td>Mixed Meters (all) Rhythms adding tuplets</td>
</tr>
</tbody>
</table>

### Intonation Skills:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2 (Level 1, plus)</th>
<th>LEVEL 3 (Levels 1, 2, plus)</th>
<th>LEVEL 4 (Levels 1, 2, 3, plus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen and ascertain, play and ascertain higher or lower pitch of unisons. Understand tuning principles of instrument. Understand and use electronic tuner.</td>
<td>Perform &quot;tuning&quot; note(s) consistently on standard pitch (440, etc). Know pitch tendencies of each note on instrument.</td>
<td>Make critical judgements regarding accuracy of tuning within ensemble performances, and demonstrate real-time adjustment(s), when needed.</td>
<td>Make critical judgements regarding accuracy of tuning within solo performances, and demonstrate real-time adjustment(s), when needed.</td>
</tr>
</tbody>
</table>

### Musical Terms, Symbols, and Notation:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, or perform solo, small ensemble, and full ensemble literature appropriate for grade level.</td>
<td>Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, or perform solo, small ensemble, and full ensemble literature appropriate for grade level.</td>
<td>Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, and perform solo, small ensemble, and full ensemble literature appropriate for grade level.</td>
<td>Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, and perform solo, small ensemble, and full ensemble literature appropriate for grade level.</td>
</tr>
</tbody>
</table>

### Sightreading Skills:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 4 (AAA) sightreading criteria.</td>
<td>Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 4 (AAA) sightreading criteria.</td>
<td>Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 5 (AAAA) sightreading criteria.</td>
<td>Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 6 (AAAAA) sightreading criteria.</td>
</tr>
</tbody>
</table>

### Required Performances/Concerts/Listening:

<table>
<thead>
<tr>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>____Participate in all required public performances of their ensemble class. ____Perform a solo equivalent to a UIL Class Level 3. ____Attend and demonstrate proper audience etiquette at a concert given by their peers.</td>
<td>____Participate in all required public performances of their ensemble class. ____Perform a solo equivalent to a UIL Class Level 3 or 2. ____Attend and demonstrate proper audience etiquette at a concert given by their peers.</td>
<td>____Participate in all required public performances of their ensemble class. ____Perform a solo equivalent to a UIL Class Level 2 or 1. ____Attend and demonstrate proper audience etiquette at a concert given by their peers and 1 professional ensemble.</td>
<td>____Participate in all required public performances of their ensemble class. ____Perform a solo equivalent to a UIL Class Level 2 or 1. ____Attend and demonstrate proper audience etiquette at a concert given by their peers and 1 professional ensemble.</td>
</tr>
</tbody>
</table>
# Music I, II, III, IV - TEKS Key

## Wind Instruments

### Scales:

<table>
<thead>
<tr>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A, 2A, 2B, 3C</td>
</tr>
<tr>
<td>2</td>
<td>1A, 2A, 2B, 3C</td>
</tr>
<tr>
<td>3</td>
<td>1A, 2A, 2B, 3C</td>
</tr>
<tr>
<td>4</td>
<td>1A, 2A, 2B, 3C</td>
</tr>
</tbody>
</table>

### Time Signature and Rhythms: Count, Clap, Play and Perform to the following parameters:

<table>
<thead>
<tr>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 3C</td>
</tr>
<tr>
<td>2</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 3C</td>
</tr>
<tr>
<td>3</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 3C</td>
</tr>
<tr>
<td>4</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 3C</td>
</tr>
</tbody>
</table>

### Intonation Skills:

<table>
<thead>
<tr>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 6A, 6B</td>
</tr>
<tr>
<td>2</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 6A, 6B</td>
</tr>
<tr>
<td>3</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 6A, 6B</td>
</tr>
<tr>
<td>4</td>
<td>1A, 1B, 1C, 2A, 2B, 3B, 6A, 6B</td>
</tr>
</tbody>
</table>

### Musical Terms, Symbols, and Notation:

<table>
<thead>
<tr>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B</td>
</tr>
<tr>
<td>2</td>
<td>1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B</td>
</tr>
<tr>
<td>3</td>
<td>1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B</td>
</tr>
<tr>
<td>4</td>
<td>1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B</td>
</tr>
</tbody>
</table>

### Sightreading Skills:

<table>
<thead>
<tr>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A, 3A, 3B, 2B, 2C, 3A, 3B, 3C</td>
</tr>
<tr>
<td>2</td>
<td>1A, 3A, 3B, 2B, 2C, 3A, 3B, 3C</td>
</tr>
<tr>
<td>3</td>
<td>1A, 3A, 3B, 2B, 2C, 3A, 3B, 3C</td>
</tr>
<tr>
<td>4</td>
<td>1A, 3A, 3B, 2B, 2C, 3A, 3B, 3C</td>
</tr>
</tbody>
</table>

### Required Performances/Concerts/Listening:

<table>
<thead>
<tr>
<th>Level</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1A, 1C, 5A, 5B, 5C, 5D, 6A, 6B, 6C</td>
</tr>
<tr>
<td>2</td>
<td>1A, 1C, 5A, 5B, 5C, 5D, 6A, 6B, 6C</td>
</tr>
<tr>
<td>3</td>
<td>1A, 1C, 5A, 5B, 5C, 5D, 6A, 6B, 6C</td>
</tr>
<tr>
<td>4</td>
<td>1A, 1C, 5A, 5B, 5C, 5D, 6A, 6B, 6C</td>
</tr>
</tbody>
</table>
**INSTRUMENTAL MUSIC SKILLS ASSESSMENT**

**Student:** ________________________________________  **Grade:** _____  **TEKS Level:** _____  **Class:** ___________

**Instrument:** __________________  **Selection:** _______________________________________  **Date:** ____________

- Scale(s)
- Etude
- Excerpt
- Solo
- Ensemble
- Sightreading

**TOTAL SCORE** (100 possible)

\[ A+B+C+D+E+F+G \times 2 = \] _______________

______________________________

Teacher Signature

**COMMENTS/SUGGESTIONS:**

**STUDENT VERIFICATION:**

I have studied this evaluation.

______________________________

Student Signature

**A) MELODIC ACCURACY**

<table>
<thead>
<tr>
<th></th>
<th>all pitches/notes accurately</th>
<th></th>
<th>most pitches/notes accurately</th>
<th></th>
<th>many pitches accurately</th>
<th></th>
<th>numerous inaccurate pitches/notes</th>
<th></th>
<th>mostly inaccurate notes/pitches</th>
</tr>
</thead>
</table>

**B) RHYTHMIC ACCURACY**

<table>
<thead>
<tr>
<th></th>
<th>accurate rhythms throughout</th>
<th></th>
<th>nearly accurate, but lacks precise interpretation</th>
<th></th>
<th>many rhythmic patterns accurate, but lacks precision</th>
<th></th>
<th>many rhythmic patterns incorrect/inconsistent</th>
<th></th>
<th>most rhythmic patterns inaccurate/incorrect</th>
</tr>
</thead>
</table>

**C) TECHNIQUE/ARTICULATION**

(mark all that apply)

<table>
<thead>
<tr>
<th></th>
<th>appropriate and accurate tonguing</th>
<th></th>
<th>appropriate slurs as marked</th>
<th></th>
<th>appropriate accents as marked</th>
<th></th>
<th>appropriate ornamentation as marked</th>
<th></th>
<th>appropriate length of notes (markings, styles)</th>
</tr>
</thead>
</table>

**D) TONE**

<table>
<thead>
<tr>
<th></th>
<th>full, rich in all ranges and registers all of the time</th>
<th></th>
<th>good in most ranges, but distorts occasionally</th>
<th></th>
<th>some flaws in production, thin, unfocused, or forced</th>
<th></th>
<th>several major flaws in production</th>
<th></th>
<th>no characteristic tone production</th>
</tr>
</thead>
</table>

**E) INTONATION**

<table>
<thead>
<tr>
<th></th>
<th>accurate throughout in all ranges/registers</th>
<th></th>
<th>accurate, but some minimal adjustment problems</th>
<th></th>
<th>mostly accurate, but no adjustment on problem notes</th>
<th></th>
<th>some sense of pitch, but no attempt to make adjustments</th>
</tr>
</thead>
</table>

**F) TEMPO**

<table>
<thead>
<tr>
<th></th>
<th>is accurate and consistent with markings/requirements</th>
<th></th>
<th>near the marked/required tempos, without detraction</th>
<th></th>
<th>not as marked/required, but consistent</th>
<th></th>
<th>inconsistent, rushing, dragging, inaccurate</th>
<th></th>
<th>not accurate or consistent</th>
</tr>
</thead>
</table>

**G) INTERPRETATION**

<table>
<thead>
<tr>
<th></th>
<th>highest level of musicality, expression</th>
<th></th>
<th>high level of musicality, some inconsistencies</th>
<th></th>
<th>moderate level of musicality/understanding</th>
<th></th>
<th>limited musicality, limited understanding</th>
<th></th>
<th>lacks musicality or understanding</th>
</tr>
</thead>
</table>
## Timpani/Multiple Percussion

### LEVEL 1
- **Major Scales (1 Octave):**
  - C, F, Bb, Eb, Ab, G, D, Chromatic 2 Octave
  - All scales memorized

### LEVEL 2 (Level one, plus)
- **Major Scales (2 Octaves, where possible):**
  - Db, Gb, A, E, Bb/Cb
  - All scales memorized

### LEVEL 3 (Levels 1.2, plus)
- **Minor (Pure, Melodic, Harmonic):**
  - a, d, g, c, f
  - All scales memorized

### LEVEL 4 (Level 1.2, plus)
- **Minor (Pure, Melodic, Harmonic):**
  - bb, eb, g, ab, db, gb, b, e
  - All scales memorized

### Rhythm and Meter Requirements

#### LEVEL 1
- Simple Meters: 2/4, 3/4, 4/4, Cut time Rhythms including: Whole, half, dotted-half, quarter, dotted quarter, eighth, and sixteenth (no syncopation). Include following rudiments: Single Stroke Roll, 5/7/9 Stroke Rolls, Paradiddle, Flam, Drag, Single 4, Single 7, Multiple Bounce Roll

#### LEVEL 2 (Level one, plus)
- Compound Meters: (3/8, 6/8, 9/8, 12/8) adding rhythms including: dotted-eighth notes and eighth note triplets in simple meters. Include following rudiments: Flam Paradiddle, Flamacue, Flam Tap, Flam Accent, Double Paradiddle, Triple Paradiddle, Paradiddle-diddle, Lesson 25, Drag Tap

#### LEVEL 3 (Levels 1.2, plus)
- Add Simple meters 5/4, 6/4, 3/2 and Odd Meters 5/8, 7/8, etc. Add syncopated eighth and sixteenth note rhythms and quarter note triplets. Include following rudiments: Ratamacue, Triple Stroke Roll, Swiss Army Triplet, Drag Paradiddle

#### LEVEL 4 (Levels 1.2, plus)
- Mixed Meters (all) Rhythms adding tuplets. Include following rudiments: Flam Drag, Patalaffa

### Time Signature and Rhythms: Count, Clap, Play and Perform on Snare Drum to the following parameters:

#### LEVEL 1
- Simple Meters: 2/4, 3/4, 4/4, Cut time Rhythms including: Whole, half, dotted-half, quarter, dotted quarter, eighth, and sixteenth (no syncopation). Include following rudiments: Single Stroke Roll, 5/7/9 Stroke Rolls, Paradiddle, Flam, Drag, Single 4, Single 7, Multiple Bounce Roll

#### LEVEL 2 (Level one, plus)
- Compound Meters: (3/8, 6/8, 9/8, 12/8) adding rhythms including: dotted-eighth notes and eighth note triplets in simple meters. Include following rudiments: Flam Paradiddle, Flamacue, Flam Tap, Flam Accent, Double Paradiddle, Triple Paradiddle, Paradiddle-diddle, Lesson 25, Drag Tap

#### LEVEL 3 (Levels 1.2, plus)
- Add Simple meters 5/4, 6/4, 3/2 and Odd Meters 5/8, 7/8, etc. Add syncopated eighth and sixteenth note rhythms and quarter note triplets. Include following rudiments: Ratamacue, Triple Stroke Roll, Swiss Army Triplet, Drag Paradiddle

#### LEVEL 4 (Levels 1.2, plus)
- Mixed Meters (all) Rhythms adding tuplets. Include following rudiments: Flam Drag, Patalaffa

### Musical Terms, Symbols, and Notation:

#### LEVEL 1
- Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, or perform solo, small ensemble, and full ensemble literature appropriate for grade level

#### LEVEL 2
- Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, or perform solo, small ensemble, and full ensemble literature appropriate for grade level

#### LEVEL 3
- Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, or perform solo, small ensemble, and full ensemble literature appropriate for grade level

#### LEVEL 4
- Demonstrate knowledge of basic terms, symbols, and notation necessary to arrange, compose, or perform solo, small ensemble, and full ensemble literature appropriate for grade level

### Sightreading Skills:

#### LEVEL 1
- Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 4 (AAA) sightreading criteria

#### LEVEL 2
- Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 4 (AAA) sightreading criteria

#### LEVEL 3
- Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 5 (AAAA) sightreading criteria

#### LEVEL 4
- Demonstrate the ability to perform unfamiliar music on a level consistent with UIL grade 6 (AAAAA) sightreading criteria

### Required Performances/Concerts/Listening:

#### LEVEL 1
- ___ Participate in all required public performances of their ensemble class
- ___ Perform a solo equivalent to a UIL Class Level 3
- ___ Attend and demonstrate proper audience etiquette at a concert given by their peers

#### LEVEL 2
- ___ Participate in all required public performances of their ensemble class
- ___ Perform a solo equivalent to a UIL Class Level 3 or 2
- ___ Attend and demonstrate proper audience etiquette at a concert given by their peers

#### LEVEL 3
- ___ Participate in all required public performances of their ensemble class
- ___ Perform a solo equivalent to a UIL Class Level 2 or 1
- ___ Attend and demonstrate proper audience etiquette at a concert given by their peers and 1 professional ensemble

#### LEVEL 4
- ___ Participate in all required public performances of their ensemble class
- ___ Perform a solo equivalent to a UIL Class Level 2 or 1
- ___ Attend and demonstrate proper audience etiquette at a concert given by their peers and 1 professional ensemble
PERCUSSION SKILLS ASSESSMENT

Student: __________________________ Grade: _____ TEKS Level: _____ Class: __________
Instrument: __________________ Selection: ______________________________________ Date: ____________
_____Scale(s)     _____Etude     _____Excerpt     _____Solo     _____Ensemble     _____Sightreading

A) MELODIC ACCURACY
(1) all pitches/notes accurately
(2) most pitches/notes accurately
(3) many pitches accurately
(4) numerous inaccurate pitches/notes
(5) mostly inaccurate notes/pitches

B) RHYTHMIC ACCURACY
(1) accurate rhythms throughout
(2) nearly accurate, but lacks precise interpretation
(3) many rhythmic patterns accurate, but lacks precision
(4) many rhythmic patterns incorrect/inconsistent
(5) most rhythmic patterns inaccurate/incorrect

C) TECHNIQUE/ARTICULATION
(mark all that apply)
(1) appropriate hand position/grip
(2) consistent flam interpretation
(3) appropriate accents as marked
(4) consistent drag interpretation
(5) consistent roll interpretation

D) TONE
(1) full, rich in all ranges and registers all of the time
(2) good in most ranges, but distorts occasionally
(3) some flaws in production, thin, unfocused, or forced
(4) several major flaws in production
(5) no characteristic tone production

E) INTONATION
(1) accurate throughout in all ranges/registers
(2) accurate, but some minimal adjustment problems
(3) mostly accurate, but no adjustment on problem notes
(4) some sense of pitch, but no attempt to make adjustments
(5) not accurate, continuously/mostly out of tune

F) TEMPO
(1) is accurate and consistent with markings/requirements
(2) near the marked/required tempos, without detraction
(3) not as marked/required, but consistent
(4) inconsistent, rushing, dragging, inaccurate
(5) not accurate or consistent

G) INTERPRETATION
(1) highest level of musicality, expression
(2) high level of musicality, some inconsistencies
(3) moderate level of musicality/understanding
(4) limited musicality, limited understanding
(5) lacks musicality or understanding

TOTAL SCORE (100 possible)
A+B+C+D+E+F+G x 2 = _______________

STUDENT VERIFICATION:
I have studied this evaluation.

_____________________________
Student Signature

COMMENTS/SUGGESTIONS:

_____________________________
Teacher Signature