



# Florida Orchestra Association

## Sight Reading Adjudicator's Comment Sheet

		17 - 20 Superior
		13 - 16 Excellent
		9 - 12 Good
		6 - 8 Fair
		5 Poor
<b>Rating</b>		
<b>Numerical Score</b>		
<b>Signature of Adjudicator</b>		

<p><b>INTONATION</b></p> <p>4 Music is mostly <i>in tune</i>, except in several technically challenging passages.</p> <p>3 Lack of pitch adjustment causes subtle but consistent pitch inaccuracies.</p> <p>2 Problems with pitch and lack of adjustment create consistent, significant pitch inaccuracies.</p> <p>1 Severe pitch problems and lack of adjustment make the mode or key difficult to recognize.</p>	
<p><b>TONE</b></p> <p>4 Tone quality is mostly mature, focused, and conveys appropriate intensity and sensitivity throughout the selection.</p> <p>3 Tone quality lacks focus and does not yet convey a mature sound.</p> <p>2 Tone quality is too thin or harsh.</p> <p>1 Poor, weak tone quality throughout the selection.</p>	
<p><b>RHYTHMIC PRECISION</b></p> <p>4 Most rhythms are accurate; tempos are consistent and appropriate for the music. Entrances, cadences, and tempo changes are generally well executed.</p> <p>3 Some rhythmic inaccuracies occasionally occur. Minor rushing or dragging problems exist. Entrances, cadences, and tempo changes lack precision.</p> <p>2 Rhythmic inaccuracies are frequent. Moderate rushing or dragging causes ensemble problems. Entrances, cadences, and tempo changes consistently lack precision.</p> <p>1 Rhythmic inaccuracies are severe. Rushing or dragging causes major ensemble problems. Inaccurate entrances or cadences result in a disaster-prone performance.</p>	
<p><b>MUSICAL EFFECT (BALANCE, ARTICULATIONS, DYNAMICS, PHRASING, &amp; STYLE)</b></p> <p>4 Most balance, articulations, dynamics, phrasing, and style are very musical and well defined.</p> <p>3 Balance, articulations, dynamics, phrasing, and style lacks refinement.</p> <p>2 Balance, articulations, dynamics, phrasing, and style are infrequently present.</p> <p>1 Little or no dynamics, style, articulations, or balance are observed between sections.</p>	
<p><b>PERFORMANCE POSITION AND FORMAL PRESENTATION (<i>ETIQUETTE</i>)</b></p> <p style="text-align: center;">Majority (4)    Some (3)    Few (2)    None (1)</p> <ul style="list-style-type: none"> <li>• Students sit or stand with correct performance posture, instrument positioning, and left and right hand playing position.</li> <li>• Students enter and leave the stage quietly and efficiently. Appropriate, well-maintained attire creates the desired positive visual effect and reflects formal performance practice. Students appear completely engaged and focused throughout the sight reading process.</li> </ul>	
<b>TOTAL SCORE</b>	