Performance Descriptors

For use in evaluation of teacher and student performances

A. **Repertoire**:
- Technical and interpretive demands of the selection(s) are commensurate with performer's technical and musical abilities

B. **Physical aspects**:
- Demonstrates balanced, erect posture
- Demonstrates ease of movement, efficient motion (e.g., no unnecessary tension evident)
- Appears physically comfortable

C. **Tone production**:
- Tone is pleasing, resonant and full.
- Tone varies when appropriate.
- Volume is even but varies when appropriate.
- (Strings & Flute) Uses vibrato as appropriate.

D. **Technical accuracy**:
- Plays correct notes
- Intonation is accurate.
- Tempo is appropriate.
- Musical pulse is steady, yet varies when appropriate (e.g., rubato, ritard).
- Rhythm is accurate and precise.
- (Harp) Plays without finger buzzes and pedal noise.

E. **Musicianship**:
- Dynamics varied to create expressive effect.
- Notes are articulated appropriately and consistently.
- Creates motion in melodic line (phrase shape, rise and fall)
- Phrases end gracefully (e.g., tapered dynamics, ending notes sustained).
- Performance is consistent with (within the bounds of) stylistic convention.
- Interpretive choices are consistent.
- Performance conveys the character of the piece (e.g., march is march-like).
- (Piano, Guitar & Harp) Performance demonstrates voicing of melodic lines and accompaniment.

F. **Stage presence**:
- Demonstrates appropriate poise and bearing.
- Acknowledges fellow performers (if applicable).
- In the event of error, continues without pause.
- Bows when appropriate.

G. **Focus of attention**:
- Performance conveys sense of concentration.
- Performance conveys sense of confidence (little hesitation or timidity evident).

Pedagogy Descriptors

For use in evaluation of Suzuki lessons

A. **Lesson Approach**:
- Gives clear directions to students and (where applicable) parents
- Provides clear instructions for assignments
- Adapts method of presentation to accommodate student's needs and level of understanding (e.g. uses vocabulary that is appropriate for student)
- Introduces tasks (performance techniques, cognitive tasks) that are appropriate to the child's age, experience, and capabilities, both in terms of the amount of material and the size of the steps in the learning sequence
- Assesses student's understanding of teaching points (i.e., requires the student to demonstrate understanding either verbally or through performance)
- Provides excellent playing model/example

B. **Lesson Focus**:
- Emphasizes tone production in the lesson
- Focuses student attention on main points of instruction
- Limits number of instructional points addressed in the segment of the lesson shown

C. **Lesson Activities**:
- Uses demonstration, imitation, and repetition throughout lesson
- Incorporates a variety of activities into the lesson
- Uses review of previous materials to introduce and reinforce skills
- Includes opportunities for student to experiment and explore alternative approaches (when appropriate)
- Incorporates use of technology (when appropriate)

D. **Evaluation of student performance by teacher**:
- Accurately identifies technical problems and possible solutions
- Gives specific praise (i.e., identifies specific aspects of performance done well)
- Gives specific corrective feedback (i.e., identifies specific aspects of performance in need of improvement)
- Timing and proportions of praise and corrective feedback are balanced (e.g., praise and corrective feedback are interspersed throughout instruction as appropriate)
- Focuses feedback on the specific aspects of the task at hand rather than on generalized evaluations of the student (especially with regard to corrective feedback).

E. **Student independence and enthusiasm**:
- Develops observation skills by inviting the student to describe his or her own performance, demonstrations by the teacher, and/or professionally recorded performances
- Guides the student in performance evaluation by focusing attention on critical points
- Develops problem solving skills by creating opportunities for the student to formulate solutions to problems or answers to questions
- Invites student to make appropriate choices (within the capabilities of each child)
- Gives specific advice regarding home practice
- Follows through with assignments by assessing student's progress on assignments from the previous lesson(s)

F. **Personal interactions**:
- Teacher makes eye contact with student and parent. When applicable, teacher positioned at child's level.
- Varies voice (i.e., uses vocal inflection when speaking)
- Uses humor appropriately
- Maintains student attention
- Invites student and parent to ask questions

G. **Teaching environment**:
- Space is clean, well lit, quiet and free of distractions.
- All materials are readily available.
- Student, teacher, and parent (when applicable) are positioned to facilitate interaction (e.g., clear lines of sight).