



Achievement in Music



Sight Reading Adjudication

B	Disruption to Beat (Starting Over/Fixing/Pausing)	-2	-2	-2	-2
R	Incorrect Rhythm/Tempo Change	-1	-1	-1	-1
circle	Incorrect Notes (-1 for every 2 missed notes)	-1	-1	-1	
8va	Incorrect Register	-1	-1		
circle	Incorrect Articulations, Dynamics, or Pedaling (if applicable)	-1	-1		
T	Unreasonably Slow Tempo	-1			

Each student should have been given their sight-reading piece when they checked in and should have had at least a few minutes to study it. Each piece has questions at the top, which are only provided to help the student. Do not give or deduct any points based on their answers to the questions.

Students are encouraged to write in counting, fingerings, and other helpful markings. Do not give or deduct any points based on their markings.

Your score should be based entirely on the scoring rubric. Circle the deducted points on the rubric, and mark where the errors occurred in the music, using the abbreviations provided.

On the new scoring sheets, you have a copy of the sight-reading piece, which allows you to maintain your distance from the student.

Disruption to Beat (Starting Over/Fixing/Pausing) – This is the most important thing a competent sight-reader must do is maintain the meter without any disruption to the beat. If the student does anything that interferes with the meter, whether it is starting over, stopping the beat to fix a wrong note, or adding or subtracting beats from the measure, deduct 2 points, for a maximum deduction of 8 points in this category. Mark the place in the score with a “B” for “Beat.”

Incorrect Rhythm/Tempo Change - The next most important thing is to play the correct rhythm. If the student plays an incorrect rhythm (but maintains the correct number of beats per measure), deduct 1 point, for a maximum deduction of 4 points in this category. Mark the place in the score with an “R” for “Rhythm.”

Incorrect Notes (-1 for every 2 missed notes) - Incorrect Notes are the least significant concern when sight-reading. Deduct 1 point for every 2 wrong notes, for a maximum deduction of 3 points in this category. Circle wrong notes in the score.



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Incorrect Register - If the student plays either hand in the incorrect register, deduct 1 point for each section that is played in the wrong register. Mark the place in the score with an “8va” to indicate where the register was incorrect.

Incorrect Articulations, Dynamics, or Pedaling (if applicable) - You may deduct one more point each for incorrect articulations, dynamics, or pedaling (where applicable), up to a maximum of 2 points. Circle the marking in the score that the student missed.

Unreasonably Slow Tempo - If you feel the student took an unreasonably slow tempo, you may deduct one point.

Comments – Make sure to leave comments that will help and encourage the student to continue to practice their sight reading regardless of a high or low score. Stay Positive.

The abbreviations can be helpful for you during the test, since they are a quick way to mark issues as they occur, and they are also useful to the student to see where problems occurred. Please also write some comments to let the student know what they did well, and how they can improve.

Subtract your deductions from 20 and indicate the final score at the bottom of the Sight-Reading score sheet. Write the same score in the sight-reading box of the Technique Rating sheet if you have it. If you are only judging Sight-Reading, the score will be added to the Technique Rating sheet later.

Remember to keep:

- Student’s copy of sight-reading test
- Your completed Sight-Reading Rating Sheet