



Achievement in Music



Adjudication

General Guidelines for Chapter Chairs

Technique Judges –

Technique Judges should be taken from the teachers who are participating in AIM first. If additional judges are needed, teachers who are not participating in AIM for the current year or teachers from a different chapter can be used. The additional judges should be compensated for their time at \$35.00 an hour.

Performance Judges –

Performance judges should be hired from outside the chapter or be a qualified teacher from within the chapter who is not participating in AIM for that year. Performance judges should be compensated for their time at \$35.00 an hour.

If performance judges are not available, teachers within your chapter who are participating in AIM may be used as a last resort. The schedule should be arranged so these judges do not judge their own students and they should not be compensated for their time.



Achievement in Music



Adjudication

General Guidelines for Teachers & Judges

One valuable benefit of AIM is the evaluation the student receives from the adjudicator. The following guidelines are suggested for your consideration:

1. Written comments should be brief, of a constructive nature, and must be made for every student. Verbal critique is not appropriate. End each evaluation with an appreciative remark.
2. Adhere to the time limits you are given. Give each student a fair evaluation, not a lesson.
3. Perceived inadequate teaching should never be criticized in the presence of the student. Evaluate the performance and write your score and comments. On a stickie, write the issue and attach it to the rating sheet. Put the rating sheet in a separate pile for the Chapter AIM Chair to review.
4. Criticism of the choice of repertoire should not be included on the rating sheet. Evaluate the performance and write your score and comments. On a stickie, write the issue and attach it to the rating sheet. Put the rating sheet in a separate pile for the Chapter AIM Chair to review. Never penalize students for performing material above the level in which they are entered.
5. Consider the tension factor and physical arrangements of the location. Help students relax.
6. Allow a second start if necessary. Allow student to use music if the struggle is excessive.
7. Warn students that they may be stopped before the completion of their piece. Explain that this does not indicate a poor performance. The adjudicator might avoid needing to stop students by asking the student to play only specified movements or sections of a larger piece.
8. Most students come well prepared and the majority will achieve 75% or better.
9. Students with special needs or learning dysfunctions should be judged appropriately. Adjudicators may or may not get notified in advance of a special need's students. Use your best judgment.
10. AIM is not a competition. The student strives yearly for high ratings.