Judges Instructions

Thank You for you willingness to serve as a TAPPS Music Contest adjudicator. Your time is valued.

The purpose of the TAPPS Music Event is to provide each student with an opportunity to learn, grow, and perform.

The God-given talents that have been developed with taught skills and the personality of the student is challenged to meet a set standard. The subjective opinion of the judges provides a tool so all who participate can measure their progress. The rating in each event reflects a culmination of the student's accomplishments and the judge's evaluation. The assessment from the judge provides recognition of the achievement for students who meet the standards set by TAPPS.

The Role of the adjudicator

- Listen to the entire performance of the student/ensemble.
- Provide as much written, constructive comments and suggestions for improvement on the performance as time allows.
- Time does not allow for comments to be made vocally. Please refrain from giving vocal comments.
- Clarify expectation and standards of quality in various aspects of the performance.
- Encourage students to continue their musical development and participation in the future.
- Please refrain from commenting about a Director to the student. You may use the back of the adjudication sheet to make comments to the director ways in which they may improve.
- It is not the responsibility of the judge to disqualify any entry. If there are any issues, listen to the performance, fill out the adjudication form, then bring attention to the contest coordinator any concerns you have.
- For events with multiple judges, each judge should make an independent assessment of the performance without communicating with the other judges.
- Often times adjudicators make a significant impact on students which continues long after the music contest. Professional and friendly demeanor is expected throughout the day.
**Adjudication Sheets**

The contest day will move quickly, therefore it is imperative that you are familiar with the adjudication criteria before beginning your judging assignment. Although the layout and main ideas are consistent for all TAPPS events, each ensemble and solo has an adjudication sheet specifically designed for that event.

Solo and Ensemble Adjudication Form

Comments should be made on each of the four different main areas.

*Tone *Technique *Musicianship *Other Factors

The pluses and minuses next to the subcategories may be used to give a clear profile of the performance.

Sight Reading Adjudication Form

Comments should be made on each of the main areas.

The rating should reflect all aspects of the sight reading process with substantial emphasis on the FINAL performance.

Vocal Form

*Instructional Period
*First Reading
*Instructional Period
*Final Reading (Tone Technique Musicianship)

Instrumental Form

*Instructional Period
*Final Reading (Tone Technique Musicianship)

Final Ratings

After making comments on the performance, a rating is then selected that reflects the quality of performance based on these four categories.

Each judge is to rate all entries

Pluses and minuses may NOT be used to enhance the final rating (ex. Do not give II+).

**I- Superior**-Highly developed in most areas, nearly flawless, minimal lapses, consistent, artistic performance

**II- Excellent**- Above average in most areas, some flaws, minor lapses, some inconsistencies, conveys musical understanding most of the time.

**III- Good**- Average in most areas, several flaws, consistent lapses, noticeable inconsistencies, somewhat mechanical lacking emotion

**IV- Fair**- Overall lacking in most areas, extreme amount of flaws, incorrect pitches throughout, unable to convey musical understanding

**V- Poor**- Inadequate in most areas, fundamentally lacking, numerous incorrect pitches throughout, little or no control, no attempt for musical style

**DNA**- Did not arrive-Please keep the form and mark only at the end of the judging assignment.

Support the Rating

The rating must be supported by the comments given.

For example, if the rating is less than I-Superior, the comments must have some areas in which the student is to improve. It is confusing to students and directors if all positive comments with no suggestion for improvement are given and followed by a II-Excellent rating.
Record the Rating
   At the bottom of the adjudication form
   • circle the rating
   • hand write the rating on the line provided
   • validate the rating by providing your signature

Original Scores and Memorization
   • At the bottom of the Adjudication form there is a check box to indicate if original scores were presented. Please mark accordingly.
   • In some cases, original scores may not be present but the director will have a letter from a publisher or composer granting permission to make a copy. Please keep the letter with the adjudication form.
   • All vocal events require memorization. Please mark the check box stating if the entry was performed by memory or not.

Thank you for taking time to work with these participants, making the event positive, educationally focused, and rewarding for each of them.

**GROUP RATING PLAN:**
All categories using three judges shall employ the following group rating plan.

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<tr>
<th>Division</th>
<th>1-1-1</th>
<th>1-1-2</th>
<th>1-1-3</th>
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