



# Achievement in Music



## **Sight Reading**

The Sight-Reading Examples are designed to give your students practice for testing in AIM Sight Reading. For more information on what elements are expected from each level, consult the AIM Syllabus Sight Reading section of each level.

Many of the musical terms from each level's Theory Exam are included in the sight-reading examples. The questions in front of each example are just a few of the many questions students should be trained to ask themselves when "reading by sight".

Tell students to spend 30 seconds minimum studying all aspects of the music, not just the first measure. Many preliminary practice steps such as "ghost playing" (touching the keys with correct fingers but not depressing, so there is no sound), and rhythmic tapping on the closed lid, or clapping and counting aloud are suggested.

Keeping a steady tempo is the primary goal of sight reading. Correct pitches are secondary in importance and the AIM Judging sheet reflects this emphasis on rhythm and steadiness. (See the page that follows.) Examples DO NOT include fingering; this can be added in by the student or teacher and this process is a valuable one to students.

Finally, the most important aspect of training students to sight read well is to help them develop a calm and steady focus. This includes the habit of looking ahead and not worrying about missed notes. Focusing on a missed note inevitably leads to another missed note, and another. Subdividing longer notes into smaller note values and counting this aloud helps the student develop an "internal metronome". Most common rhythm mistakes are the "easy notes" like half notes and whole notes which are cut short.

Each level contains 4 student examples. Each example has 4 questions: 2 pre-written questions and 2 blank lines for your specific questions. After the student examples there are 4 teacher examples that include the scoring rubric and match the student pages. As your student sight reads, you should practice judging. Placing the pages in plastic page protectors and using a dry erase or wet erase marker will allow you to reuse each page, without making multiple copies.

There are many wonderful sight-reading books available to teachers that should be included in the student's weekly assignment to prepare them for AIM testing.

## **Sight Reading Adjudication**

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.



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Students are encouraged to write in counting, fingerings, and other helpful markings. Although writing in the ABC names is discouraged, students are not penalized if they do so. Encourage students to spend quality time tapping out the rhythm rather than writing in ABC names. No points are deducted based on anything they write on their paper.

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.

Once the students enter the room to be tested, they should breathe and calm their nerves and focus on continuity. They may choose any tempo they like but moderately slow is best. Higher levels will be expected to be close to the recommended tempo. They may request a metronome play along with them as well. If the student is extremely nervous and fumbling, the judge may ask the student to try again, more slowly, hoping to build a sense of success and accomplishment for the student.

## Scoring Rubric

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			

**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



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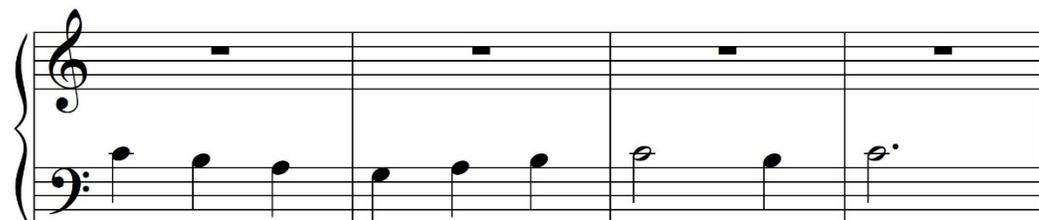
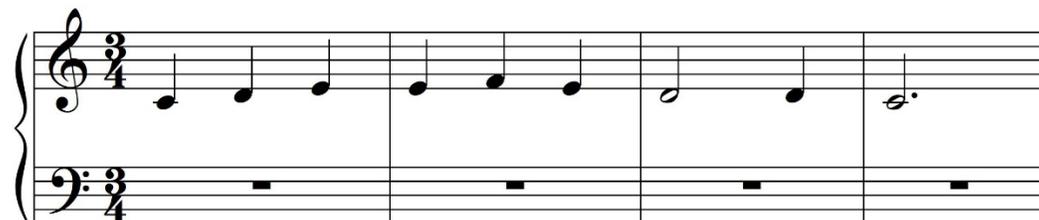
## Student Practice Sight Reading – Level 1a

1. What notes does the LH begin with? \_\_\_\_\_
2. Are there repeated notes? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



## Student Practice Sight Reading – Level 1b

1. What is the Time Signature? \_\_\_\_\_
2. How many beats does the dotted half note get? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_





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## Student Practice Sight Reading – Level 1c

1. Can you find the skips? \_\_\_\_\_
2. What hand plays at the beginning? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 1d

1. Which finger should play the first RH note? \_\_\_\_\_
2. Which finger should play the first LH note? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



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## Student Practice Sight Reading – Level 2a

1. Write in the counting and tap measure 1 out loud
2. Which hand plays the interval of a 2<sup>nd</sup>? \_\_\_\_\_ Circle the 2nds.
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 2b

1. Are there accidentals? (Sharps or Flats) \_\_\_\_\_ Circle them.
2. What measures have legato notes? \_\_\_\_\_ Staccato notes \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 2c

1. What fingers should you use on the LH notes? \_\_\_\_\_
2. What finger should the RH start with? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 2d

1. How many beats in each measure? \_\_\_\_\_
2. Are there any ties? \_\_\_\_\_ circle the ties.
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 3a

1. How many sharps in measure 2? \_\_\_\_\_
2. What does "rit." mean? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 3b

1. Are there patterns that repeat? \_\_\_\_\_
2. What 2 intervals does the LH play in measure 3? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



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## Student Practice Sight Reading – Level 3c

1. On line 1, where does the RH play on the keyboard. \_\_\_\_\_
2. On line 2, where does the RH play on the keyboard. \_\_\_\_\_ why? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 3d

1. What does the time signature tell you? \_\_\_\_\_
2. Write in the counting. Tap and count the LH on line 2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 4a

1. What is the Time Signature? \_\_\_\_\_
2. What LH note stays the same in measure 3 and 4? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Musical score for Level 4a, measures 1-3. Treble clef, key signature of one flat, 6/8 time signature. Dynamics: *mf*, crescendo, *f*.

Musical score for Level 4a, measures 4-6. Treble clef, key signature of one flat, 6/8 time signature. Dynamics: *p*.

## Student Practice Sight Reading – Level 4b

1. How do you count measure 2? \_\_\_\_\_
2. How many slurs? \_\_\_\_\_ How many ties? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Musical score for Level 4b, measures 1-4. Treble clef, key signature of one flat, 3/8 time signature. Tempo: *Andante*. Dynamics: *mp*.

Musical score for Level 4b, measures 5-8. Treble clef, key signature of one flat, 3/8 time signature.



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## Student Practice Sight Reading – Level 4c

1. What does the dynamic marking mean? \_\_\_\_\_
2. Where does the RH 2<sup>nd</sup> finger cross over the thumb? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 4d

1. Are there repeated patterns in each hand? \_\_\_\_\_
2. Write in the counting. Tap and count out loud.
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 5a

1. Where does the LH rhythm change to faster notes? \_\_\_\_\_
2. Write in the counting. Tap and count measures 1-4. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Grazioso

## Student Practice Sight Reading – Level 5b

1. What volume do you play measure 7? \_\_\_\_\_
2. How many beats does a dotted quarter note get? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 5c

1. What is the key signature? \_\_\_\_\_
2. What chord does the LH form in measure 2? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Allegretto

## Student Practice Sight Reading – Level 5d

1. What intervals does the LH make in measure 1? \_\_\_\_\_
2. Where does the RH rhythm change eighth notes? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Andantino



# Achievement in Music



## Student Practice Sight Reading – Level 6a

1. Which RH note is sharp in Measure 1? \_\_\_\_\_
2. Which LH note ties and which slurs in measure 8? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 6b

1. In which measure does the RH rhythm change to 4 quarter notes? \_\_\_\_\_
2. What intervals are played with the LH in measure 5? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 6c

1. Which notes tie and slur in measure 8? \_\_\_\_\_
2. What is the time signature? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 6d

1. Circle the Fermata
2. What note gets 1 beat in this piece? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 7a

1. Write in the fingering.
2. Which scale should you practice as a warmup? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 7b

1. Write in the counting for measures 3 and 4. Tap and count out loud
2. Write the Roman numerals under the chords in measure 3. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 7c

1. Is there imitation between hands? \_\_\_\_\_
2. What accidentals are in measure 3? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 7d

1. What clef does the LH play in? \_\_\_\_\_
2. Write in the counting. Tap and count out loud.
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 8a

1. What key is this piece written in? \_\_\_\_\_
2. Write in the counting. Tap and count measure 1.
3. \_\_\_\_\_
4. \_\_\_\_\_

Semplice

The musical score for 'Semplice' is in 6/8 time and B-flat major. It consists of two systems of two staves each. The first system shows the first two measures, and the second system shows the next two measures. The melody is primarily in the right hand, with accompaniment in the left hand.

## Student Practice Sight Reading – Level 8b

1. Where does the melody switch between hands? \_\_\_\_\_
2. Write in the counting. Tap and count out loud.
3. \_\_\_\_\_
4. \_\_\_\_\_

Con moto

The musical score for 'Con moto' is in 6/8 time and D major. It consists of two systems of two staves each. The first system shows the first two measures, and the second system shows the next two measures. The melody alternates between the right and left hands.



# Achievement in Music



## Student Practice Sight Reading – Level 8c

1. Is there imitation between hands? \_\_\_\_\_
2. What accidentals are in measure 3? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 8d

1. What is the sign above the dotted quarter “D” in measure 8? \_\_\_\_\_
2. Write in the counting. Tap and count the LH.
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 9a

1. What does con brio mean? \_\_\_\_\_
2. Write in the counting. Tap and count out loud.
3. \_\_\_\_\_
4. \_\_\_\_\_

Con brio

## Student Practice Sight Reading – Level 9b

1. Write in the LH fingering.
2. Circle the natural signs.
3. \_\_\_\_\_
4. \_\_\_\_\_

Espressivo



# Achievement in Music



## Student Practice Sight Reading – Level 9c

1. What does the Pesante mean? \_\_\_\_\_
2. How many beats does each triplet get? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

Pesante

## Student Practice Sight Reading – Level 9d

1. What is the Key Signature? \_\_\_\_\_
2. Write in the counting. Tap and count out loud.
3. \_\_\_\_\_
4. \_\_\_\_\_

Moderato



# Achievement in Music



## Student Practice Sight Reading – Level 10a

1. Write in the fingering.
2. Which scale should you practice as a warmup? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 10b

1. Write in the LH fingering.
2. What is the highest note (measure 2) that the LH plays? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## Student Practice Sight Reading – Level 10c

1. Write in the counting. Tap and count out loud!!
2. Circle the natural signs.
3. \_\_\_\_\_
4. \_\_\_\_\_

## Student Practice Sight Reading – Level 10d

1. Write in the counting. Tap and count out loud.
2. How many beats does each triplet get? \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_



# Achievement in Music



## **Student Practice Sight Reading – create your own**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## **Student Practice Sight Reading – create your own**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

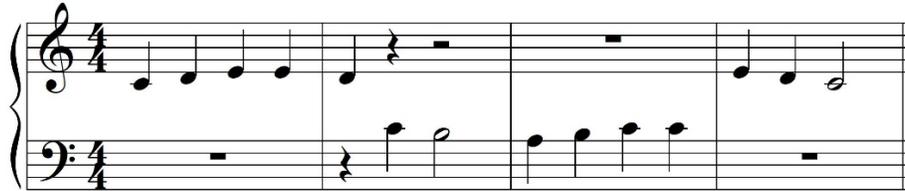


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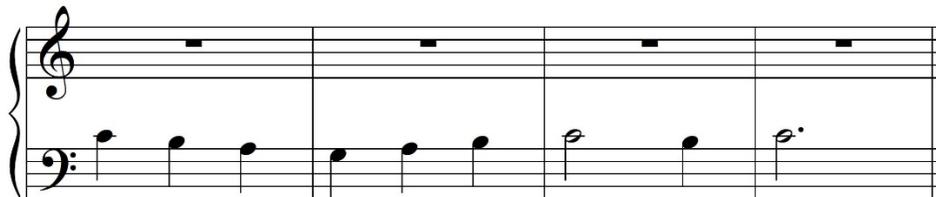
## Teacher Practice Sight Reading – Level 1a

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			



## Teacher Practice Sight Reading – Level 1b

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			





# Achievement in Music



## Teacher Practice Sight Reading – Level 1c

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			

## Teacher Practice Sight Reading – Level 1d

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 2a

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			

## Teacher Practice Sight Reading – Level 2b

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 2c

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			

## Teacher Practice Sight Reading – Level 2d

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 3a

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			

## Teacher Practice Sight Reading – Level 3b

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 3c

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			

## Teacher Practice Sight Reading – Level 3d

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 4a

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			

Musical score for Level 4a, consisting of two systems of piano accompaniment. The first system is in 6/8 time, starting with a mezzo-forte (*mf*) dynamic. The second system continues the piece, ending with a piano (*p*) dynamic. The score includes various rhythmic patterns and articulations.

## Teacher Practice Sight Reading – Level 4b

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			

Musical score for Level 4b, marked *Andante*. It consists of two systems of piano accompaniment. The first system is in 3/8 time, starting with a mezzo-piano (*mp*) dynamic. The score features a mix of eighth and quarter notes with some slurs and ties.



# Achievement in Music



## Teacher Practice Sight Reading – Level 4c

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			

## Teacher Practice Sight Reading – Level 4d

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 5a

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			

Grazioso

*poco rit.*

## Teacher Practice Sight Reading – Level 5b

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			

*pp*

*una corda*



# Achievement in Music



## Teacher Practice Sight Reading – Level 5c

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			

Allegretto

## Teacher Practice Sight Reading – Level 5d

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			

Andantino



# Achievement in Music



## Teacher Practice Sight Reading – Level 6a

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			

## Teacher Practice Sight Reading – Level 6b

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 6c

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			



## Teacher Practice Sight Reading – Level 6d

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			





# Achievement in Music



## Teacher Practice Sight Reading – Level 7a

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			

## Teacher Practice Sight Reading – Level 7b

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			



# Achievement in Music



## Teacher Practice Sight Reading – Level 7c

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			

Musical score for Level 7c, featuring piano and mezzo-piano dynamics.

## Teacher Practice Sight Reading – Level 7d

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			

Musical score for Level 7d, featuring piano dynamics.



# Achievement in Music



## Teacher Practice Sight Reading – Level 8a

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			

Semplice

Musical score for 'Semplice' in 6/8 time, key of B-flat major. The score consists of two systems of two staves each. The first system shows a melody in the right hand and a bass line in the left hand. The second system continues the piece, ending with a double bar line.

## Teacher Practice Sight Reading – Level 8b

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			

Con moto

Musical score for 'Con moto' in 6/8 time, key of D major. The score consists of two systems of two staves each. The first system shows a melody in the right hand and a bass line in the left hand. The second system continues the piece, ending with a double bar line.



# Achievement in Music



## Teacher Practice Sight Reading – Level 8c

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			

Musical score for Level 8c, featuring piano and mezzo-piano dynamics in 4/4 time. The score consists of two systems of piano accompaniment. The first system starts with a forte (*f*) dynamic in the right hand and a mezzo-piano (*mp*) dynamic in the left hand. The second system starts with a forte (*f*) dynamic in both hands.

## Teacher Practice Sight Reading – Level 8d

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			

Musical score for Level 8d, featuring mezzo-piano and crescendo dynamics in 6/8 time. The score consists of two systems of piano accompaniment. The first system starts with a mezzo-piano (*mp*) dynamic. The second system starts with a crescendo (*cresc.*) dynamic, reaching a forte (*f*) dynamic.



# Achievement in Music



## Teacher Practice Sight Reading – Level 9a

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			

Con brio

## Teacher Practice Sight Reading – Level 9b

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			

Espressivo



# Achievement in Music



## Teacher Practice Sight Reading – Level 9c

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			

*Pesante*

## Teacher Practice Sight Reading – Level 9d

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			

*Moderato*

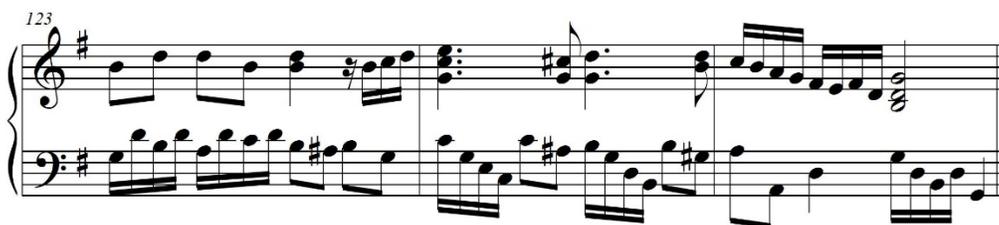


# Achievement in Music



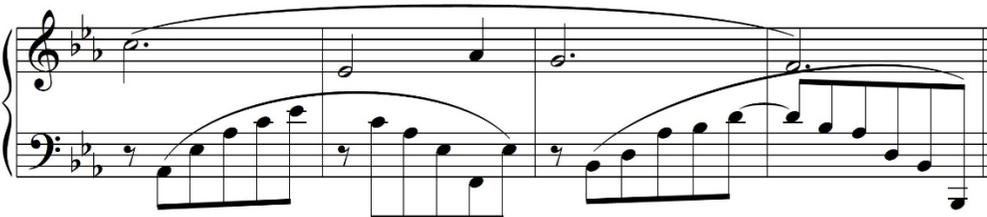
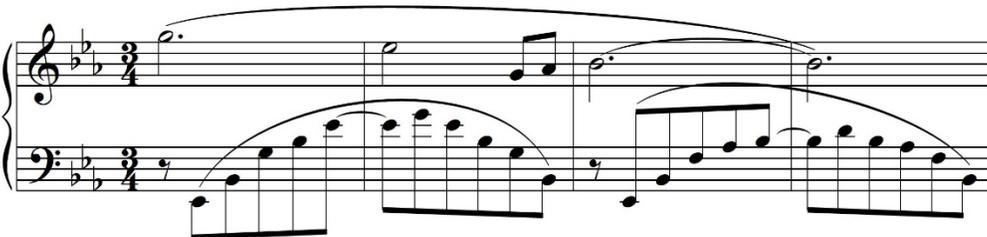
## Teacher Practice Sight Reading – Level 10a

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			



## Teacher Practice Sight Reading – Level 10b

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			





# Achievement in Music



## Teacher Practice Sight Reading – Level 10c

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			

## Teacher Practice Sight Reading – Level 10d

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			



# Achievement in Music



## Teacher Practice Sight Reading – Create your own

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			

## Teacher Practice Sight Reading – Create your own

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			