

Student Info	Name:	Email:
	Instrument Choices 1. 2. 3.	Phone: Comments/ Notes:

Tester Evaluation & Comments	Rate each instrument tried according to the following scale: 4: <i>Natural Fit: Able to get a good sound with ease.</i> 3: <i>Good fit: After coaching, student was able to get an acceptable sound.</i> 2: <i>Inadequate fit: Unable to get an acceptable sound, even after coaching.</i> 1: <i>Not recommended: Unable to get a sound on instrument, even after significant coaching.</i>			
	Flute _____	Clarinet _____	Horn _____	Tuba _____
	Oboe _____	Saxophone _____	Trombone _____	
	Bassoon _____	Trumpet _____	Euphonium _____	
	Tester Signature _____			

Focus and Attention	Student is highly focused and attentive	Student shows average focus and attention.	Student displays some difficulty with focus and attention	Student was easily distracted and had difficulty concentrating on task.

Flute	Embouchure (circle): Excellent Adequate Deficient How? _____			
	Student plays on head joint only, check hand/ finger/ arm size on entire flute without playing.	Sustain pitch # of seconds on head joint 1 2 3 4 5 More	Circle tones produced on head joint: Closed Open Closed Overblown Open Overblown	Quality of Sound: Excellent Good Adequate Weak

Oboe/ Bassoon	Embouchure (circle): Excellent Adequate Deficient How? _____			
	Quality of Sound: Excellent Good Adequate Weak			
	Sustain pitch # of seconds on instrument 1 2 3 4 5 More	Aptitude: Strong OK Weak	Size OK? Oboe: Yes No Bassoon: Yes No	

<h1>Clarinet/ Sax</h1> <p>Student produces sound on mouthpiece, then produces notes on instrument with <i>tester fingering</i> on clarinet and <i>student fingering</i> on saxophone</p>	Quality of Sound: Excellent Good Adequate Weak Pitch significantly flat				
	Embouchure (circle): Excellent Adequate Deficient How? _____				
	Sustain pitch # of seconds on mouthpiece-barrel or mouthpiece-neck 1 2 3 4 5 More				
CLARINET: Tester fingering: Throat tones Descending to _____ Upper Register to _____	SAX: Student fingering beginning w/ 3 rd line B and descending by adding one finger at a time. Circle all performed. B A G F E D none			Size OK? Clarinet: Yes No Alto: Yes No Tenor: Yes No <i>For Clarinet consider: Is student double jointed in fingers? Can they fully cover all tone holes and reach pinky keys?</i>	

<h1>High Brass</h1> <p>Student produces buzz on the mouthpiece, then produces sound on instrument. If more than one brass instrument is tried, list aptitude on each.</p>	Embouchure (circle): Excellent Adequate Deficient How? _____			Physical Considerations (body or lip size, braces, etc.)	
	Buzz on mouthpiece (if more than one brass instrument tested, indicate each): Strong Adequate Weak None				
	Sustain pitch # of seconds on mouthpiece 1 2 3 4 5 More		Circle all pitches played on instrument: Tpt: Lower C D E F G Higher Horn: Lower C E G C Higher		

<h1>Low Brass</h1> <p>Student produces buzz on the mouthpiece, then produces sound on instrument. If more than one brass instrument is tried, list aptitude on each.</p>	Embouchure (circle): Excellent Adequate Deficient How? _____			Physical Considerations (body or lip size, braces, etc.)	
	Buzz on mouthpiece (if more than one brass instrument tested, indicate each): Strong Adequate Weak None				
	Sustain pitch # of seconds on mouthpiece 1 2 3 4 5 More		Circle all pitches played on instrument: Trb/Bar: Lower Bb F Bb Higher Tuba: Lower Bb F Bb Higher		