

Rubric for Evaluation of Effort in the Chorus Program

Name: _____

Criteria	1	2	3	4
Effort	Student applies very little effort in Chorus class. Projects and assignments are poorly done or incomplete and are usually late.	Student applies inconsistent effort in Chorus class. Projects and assignments are barely acceptable and are sometimes late.	Student makes a good, concerted effort in Chorus class. Projects and assignments fulfill requirements and are frequently completed on time.	Student consistently applies excellent effort in Chorus and works to produce quality, finished products. Assignments and projects are always completed on time
Contribution	Student rarely contributes positively to Chorus class; questions and comments often distract from learning; behavior impedes the learning of others; has difficulty working within the group.	Student offers ideas and asks questions on occasion which help to clarify discussion for self. Acceptable group work skills are evident.	Student offers ideas and asks questions in class that promote learning. Very good group work skills are demonstrated.	Student offers ideas and asks questions that consistently clarify and extend discussions for all; possess superior leadership qualities and excellent group work skills.
Attentiveness	Student is usually off task and does not focus on the Chorus lesson. Positive listening skills are rarely evident. Student's behavior is disruptive and disrespectful to his Band members and/or instructor.	Student is often not on task, with inconsistent focus on the Chorus lesson. Listening skills need improving. Student rarely adds to the learning by contributing comments or questions.	Student remains on task most of the time and is usually focused on the Chorus lesson. Listens when class members talk and will offer additional input to enhance learning; listens for understanding.	Student is consistently on task and very focused on the Chorus lesson. Excellent listening skills are demonstrated when others talk. Student listens for understanding and relevance, often incorporating or extending the ideas of others.
Attitude	Student rarely shows respect for the Chorus members and instructor. Often inappropriate comments are made to others.	Student inconsistently shows respect for the Chorus members and instructor. On occasion the student makes inappropriate comments to others.	Student usually is respectful of the Chorus members and instructor. Comments and questions are appropriate and respectful of others.	Student consistently shows respect for the Chorus members and instructor. Questions and comments challenge ideas and promote learning in a respectful way.

Rubric for Evaluation in the *Chorus* Program

Name: _____

Grade Criteria	D	C	B	A
Listening Skills <ul style="list-style-type: none"> • Pitch (note accuracy) • Duration (rhythm/ tempo production) • Balance and blend (nuance or refinement with other parts) • Intonation (tuning) 	Student seldom performs pitch or durations accurately or with a steady tempo; has difficulty responding to other instrument parts and seldom performs in tune.	Student occasionally performs with accurate pitches but makes frequent or repeated errors. Sometimes durations are performed accurately, but with erratic pulse or with durational errors. Student generally responds to the needs of other parts and sometimes performs in tune.	Pitch is mostly accurate and secure with few isolated errors. Rhythm is mostly accurate and pulse is steady. Student specifically responds to the harmonic and texture needs of other parts. Tuning is often accurate with few isolated errors.	Student performs virtually error free, with very secure pitches. Pulses are secure and rhythmically accurate. Student is very sensitive to the nuance required and demonstrates very secure tuning.
Sound Production <ul style="list-style-type: none"> • Sound and tone quality 	Student seldom is able to maintain appropriate tone quality and project tone consistently.	Student sometimes uses a appropriate tone quality, and occasionally projects and controls tone.	Student usually performs with appropriate tone quality, and usually projects and controls tone.	Student produces an open and resonant sound with clear, focused tone throughout the full range of the instrument. Tone quality is consistently achieved through controlled projection.
Expression/Style <ul style="list-style-type: none"> • Phrasing/Breathing • Dynamics/Contrasts • Nuance (expressive refinement in performance) 	There is little evidence of musical nuance in phrases. Student rarely indicates phrasing structure through refinement. Student is seldom able to control dynamics, with no evidence of contrasts.	Student sometimes responds to musical nuance indicated in the score. Dynamic levels are generally performed with some response to dynamic effects (crescendo, decrescendo)	Student usually performs with nuance or style indicated in the score, or suggestions by the instructor. Musical nuance usually is used to indicate phrase structure.	Student consistently performs with nuance and style in response to the score and coaching. Phrase structure is consistently and sensitively applied.
Musical Literacy <ul style="list-style-type: none"> • Signs • Symbols • Terms 	Student rarely identifies signs, symbols and terms in written music.	Student usually identifies and understands the signs, symbols and terms in written music.	Student recognizes and understands signs, symbols and terms in written music.	Student identifies and understands signs, symbols and terms, and applies them to written music.
Vocal Technique <ul style="list-style-type: none"> • Posture • Diction • Articulation (attacks) • Air support to produce tone quality. 	Student rarely sits/stands correctly; experiences difficulty singing the words of the song clearly; seldom has sufficient air support to produce tone quality.	Student occasionally sits/stands correctly and sings the of the song clearly. Attacks are generally consistent with some response to staccato, legato, and slur markings.	Student usually demonstrates mostly accurate attacks and often responds to articulation; usually sits/stands correctly; Diction is accurate and usually proper air support is applied to achieve desired tone quality.	Student consistently sits/stands with correct posture; is conscious of the proper diction; accurately uses tongue to deliver indicated articulation; attacks (entrances) are secure; displays proper air support in order to produce excellent tone quality.

Students may receive an I, indicating work is incomplete

Students may receive an N/A, indicating criteria are not applicable at this time

CHORUS RUBRIC

CATEGORY	5	4	3	2	1
	<i>Proficient</i>			<i>Not Proficient</i>	
Tone Quality	The Student exhibits tone that is balanced, consistent, rich, and well supported throughout the vocals	The student exhibits some inconsistency in the vocals, but it is mostly supported. There are minor breathing problems.	The student exhibits tone that is frequently focused and centered, but is often not controlled in the vocals.	The student exhibits tone that is airy and not supported in most of the parts.	The student exhibits tone that is weak and poor and is very inconsistent.
Intonation	The student is always on pitch with the right notes and there are barely any errors.	The student has a few incorrect notes and is often on pitch.	The student is sometimes on pitch with a couple of incorrect notes.	The student is but seldom on pitch with many incorrect notes	The student is never/barely on pitch and there are numerous incorrect errors
Diction	The student articulates all of the words of the piece clearly. All of the vowels and consonants are correct.	The student articulates the words of the piece most of the time. Most of the vowels and consonants are correct.	The student articulates the words of the piece sometimes. Some the vowels and consonants are correct.	The student articulates the words of the piece seldom. The vowels and consonants are often unclear and muffled.	The student never articulates the words of the piece. The vowels and consonants aren't understandable.
Memorization	The student memorizes the whole piece with no errors.	The student memorizes most of the whole piece with few errors.	The students me memorizes some of the whole piece with some errors.	The student barely memorizes the whole piece with many errors.	The student doesn't memorize the piece.

Total: ___/20