

| | 1 | 2 3 | 4 5 | 6 7 | 8 9 | 10 |
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| Rhythmic and Timing Accuracy | Rhythms are not performed accurately, or student is inaudible. | Rhythms are inaccurate more than half of the time. Rhythm and/or timing inaccuracies detract greatly from the overall performance. | Rhythms are accurate about half of the time. Frequent or repeated duration errors. Rhythm problems or timing problems detract from the overall performance. There are frequent and/or repeated errors | Rhythms are mostly accurate and the timing is mostly secure. However, frequent and/or repeated rhythmic errors or timing issues detract from the overall performance. | Rhythms are consistently accurate and the timing is secure. Errors do not detract from the overall performance. | The timing is secure and all rhythms are accurate for the performance. |
| Pitch and Intonation | The student's pitch does not maintain any pitch center or was inaudible | The student's pitch lacks focus on the center of the pitch and key. Intonation detracts from the overall performance. | The pitches are accurately produced half of the time. Significant problems with intonation. | The pitches and mostly accurate and the key is mostly secure. Some problems with intonation. | The pitches are consistently accurate and the key is held securely. Very few intonation problems occur and do not detract from the overall performance. | The student's pitch is centered and the key is held securely with no tendencies to go sharp or flat. |
| Diction: (vowels, consonants, syllabic stress) | The text is rarely enunciated or pronounced correctly and the text is not discernable or was inaudible. | Student performs with pure vowels and clear consonants less than half of the time. Diction errors significantly detract from the overall performance. | Student performs with pure vowels and clear consonants only half of the time. Occasional diction errors detract from the overall performance. | Student performs with pure vowels and clear consonants frequently. Occasional diction errors detract from the overall performance. | Student performs with pure vowels and clear consonants consistently. Very few diction errors that do not detract from the overall performance | Student performs with pure vowels and clear consonants at all times |
| Tone Quality | The tone is not focused, clear, centered, or supported, regardless of the range. Tone significantly detracts from the overall performance. | The tone is not focused, clear, centered, or supported, regardless of the range during most of the piece. Tone greatly detracts from the overall performance. | The tone is often not focused, clear, centered, or supported, regardless of the range. Tone detracts from the overall performance. | Tone is sometimes focused, clear and centered, however, at times the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone detracts from overall performance. | Tone is focused, clear and centered through the normal singing range. Extremes in range sometimes cause tone and support to be less controlled. Tone quality typically does not detract from the overall performance. | Tone is consistently focused, clear, and centered with proper breath support throughout the range of the voice. Tone quality enhances the overall performance. |
| Musicality | Performance does not demonstrate nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident. | Performance rarely demonstrates nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident. | Performance occasionally demonstrates nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident. | Performance includes some of the nuance and style that is indicated in the score. Phrasing is inconsistent at times. Dynamic levels are sometimes observed, but are inconsistent. | Performance includes most of the nuance and style that is indicated in the score. Phrasing is evident, but inconsistent. Dynamic levels are observable, but lack consistency. | Performance includes creative nuance and style in response to the score. Phrasing is consistent and accurate. Consistent use of dynamics throughout the performance. |