

Choir Assessment Rubrics 2017-2018

A) General Assessment

Assessments that are used for general development and growth in the classroom

1: Repertoire Check

Objective	Excellent (3 Points)	Acceptable (2 Point)	Needs Development (1 Points)
Pitches	All pitches are sung as notated	Most pitches are sung as notated in the music	Numerous pitches are not sung as noted - review is necessary
Rhythms	All rhythms are sung as notated in music	Most rhythms are sung as notated in music	Numerous rhythms are not sung as notated - review is necessary
Language	All words and phrases are sung correctly in music	Most words and phrases are sung correctly in music	Words and phrases are incorrect often

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

B) Choir Notebook

Work in notebook connects with curriculum taught in class and should be maintained

1: Quarterly Notebook Check

Objective	Excellent (3 Points)	Acceptable (2 Point)	Needs Development (1 Points)
Notebook Completion	Student has taken care to make sure that all required Content is completed	Most required content is found in this notebook and notebook reveals attempt to complete work	There are numerous missing elements or notebook does not reveal attempt to complete work
Work Accuracy	Exercises and entries in notebook consistently reveal an attempt to complete accurate work or listen to the music/prompt and accurately describe what they hear/feel	Exercises and entries in notebook sometimes reveal an attempt to complete accurate work or listen to the music/prompt and accurately describe what they hear/feel	Exercises and entries in notebook rarely reveal an attempt to complete accurate work or listen to the music/prompt and accurately describe what they hear/feel
Neatness and Organization	Notebook is neat, legible, age appropriate, and organized correctly. Student was thoughtful about organization process	Notebook is somewhat legible and neat. Student could demonstrate more thoughtfulness about organization process	Notebook is not neat or is not organized correctly. Teacher cannot determine student responses easily

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

C) Musical Elements

Assessments meant to evaluate student technical growth musically

1: Tone

Objective	Excellent (3 Points)	Acceptable (2 Points)	Needs Development (1 Point)
Support	Student sound is strong and well-supported by diaphragm	Student is learning how to use diaphragm in singing and is showing signs of supported sound	Student sound does not demonstrate evidence of supported sound
Vowels	Vowels are shaped correctly for a consistent and mature vocal sound	Many vowels are shaped well, student is learning how to apply consistency to vowel shaping	Vowel sounds do not demonstrate evidence of a mature sound
Placement	Sound is placed in the front of the head for good vocal resonance	Student is attempting to place sound forward in the singing register for good choral resonance	Student does not have forward singing sound and does not demonstrate understanding of forward singing register

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

2: Diction

Objective	Excellent (3 Points)	Acceptable (2 Points)	Needs Development (1 Point)
Phrasing	Breath is consistent through musical phrases and contribute to uninterrupted musical ideas	Breath is mostly consistent through phrases, there are some pauses in musical phrasing	Phrasing is interrupted by breathing continuously and breaks detract from choral singing
Consonants	Diction is clear and deliberate with quick enunciated consonants	Diction is mostly clear, some voiced consonants are sung too long	Diction is not pronounced and clear
Breathing	Singing demonstrates evidence of using musical rests for purposeful breathing	Singing demonstrates evidence of quick and less deliberate breaths	Singing does not show that breathing for singing is a practiced skill

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

D) Skill Performance –

Assessments meant to evaluate student skill development musically

1: Rhythm

Objective	Excellent (3 Points)	Acceptable (2 Points)	Needs Development (1 Point)
Tempo	Appropriate tempo was used for this example and followed the marking at the beginning of example	Tempo was near acceptable	Tempo was not appropriate and does not demonstrate understanding of music markings
Steady Beat	Beat was steady and consistent throughout example	Beat was steady and mostly consistent with only minor interruptions	Beat was not evident throughout example
Accents/Markings	All accents and articulation markings were observed throughout example	Most accents and articulations markings were observed throughout example	Accents and markings were not observed appropriately or consistently in example

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

2: Sight Singing

Objective	Excellent (3 Points)	Acceptable (2 Points)	Needs Development (1 Point)
Pitch	Pitch relationship was sung perfectly during performance	Pitch relationship was sung mostly perfect during performance	Pitches did not relate to each other during performance
Syllables	Student sings correct syllables corresponding to the key signature on the staff	Student sings MOST syllables correctly corresponding to the key signature on the staff	Numerous errors with syllables corresponding to notes on the staff
Rhythm	Sight-singing example rhythm is sung correctly	Sight-singing example rhythm is MOSTLY correct	Numerous rhythmic errors in sight-singing example

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

3: Skill Check

NOTE: This rubric will be used for informal in-class assessment grades. Assessment grades are collected over the course of a few days. Students will practice the objective and write the objective being graded in the blank provided in the rubric below.

Objective	Excellent 100%	Acceptable 89%	Needs Development 79%
	Student performed skill objective exactly how modeled rehearsed in class	Student performed skill objective well, but had a few minor errors	Student did not perform objective well in class or with major errors

E) Public Performance

1: Concert Performance

Objective	Excellent (3 Points)	Acceptable (2 Points)	Needs Development (1 Point)
Follow Cue of Director	Student watched the director for the entire performance and followed virtually all conducting cues	Student watched many cues from the director, some cues not observed detracted from performance	Student did not watch or follow the cues from the director and it detracted from the overall performance.
Performance Behaviors	Student shows great discipline and self-control while entering, exiting, performing and waiting to perform.	Student showed average discipline and self-control with performance and stage etiquette, but it did not detract from the performance.	Student has a significantly difficult time showing discipline and self-control with performance and stage etiquette and is seen sticking out.
Posture	Correct posture was achieved by standing with feet shoulder width apart, ears/shoulder/hips in alignment, chin parallel to the floor, and one foot in front of the other through the performance.	Posture remained correct at times however mistakes occurred that may have affected tone production and support	Student did not stand correctly with arms at their side, and greatly detracted from the overall performance.

Score:

9	8	7	6	5	4	3
100%	95%	88%	82%	78%	72%	60%

Checklist for Student Accomplishment of Music Skills:

- Student participated in vocal warm-ups, breathing exercises, and appropriate repertoire that expanded their vocal range and explored their changing voice. (8.1.2)
- Student sang a variety of vocal repertoire with independent parts and an appropriate level of difficulty both alone and in groups, both from a score and from memory. (8.1.4)
- Student sang at least one historical and one contemporary repertoire from Western and/or non-Western traditions accompanied and a cappella, using a variety of languages, and with movement or body percussion when appropriate, to enhance authentic performance. (8.1.5)
- Student accompanied an appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on tradition or culturally authentic instruments with care to use expression, dynamic contrast, and appropriate technique and style. (8.2.3)
- Student improvised a call and response conversation in vocal and rhythmic warm-ups. (8.3.1) (spring)
- Student improvised a vocal pentatonic, major and minor melody over an established accompaniment. (8.3.2) (spring)
- Student planned an accompaniment (such as a descant or rhythmic part) to be used in performance of repertoire. (8.4.2) (spring)
- Student interpreted and performed examples of non-standard notation in a score. (8.5.4)
- Student sang repertoire from various cultures while using accurate pronunciation and diction. (8.9.2)
- Student performs choral repertoire in an authentic style that reflects the origin of the music. (8.9.3)

Song Title: _____ Culture/Style: _____

Song Title: _____ Culture/Style: _____

Song Title: _____ Culture/Style: _____