

Self-Evaluation Rubric

4: Student sings flawlessly. The student exceptionally demonstrates appropriate rhythms, pitches, intonation, dynamics, tempo, style, and expression. The student's breath support is excellent and the tone quality is not only clear and focused, but full and resonant. Diction is excellent due to energized and correct formation of vowels and consonants. Attitude in class is exemplary. All of the student musicianship skills are adhered to in every rehearsal all of the time. The student is fully immersed in all aspects of outstanding choral singing.

3: Student sings accurately most of the time. The student demonstrates correct rhythms, pitches, intonation, dynamics, tempo, style, and expression. Student demonstrates proper breath support with a clear and focused tone. Diction is very good due to correct formation of vowels and consonants. Student is on task most of the time. Student musicianship skills are in place most of the time. The student enjoys singing but is not fully immersed in all of the choral singing aspects.

2: Student sings accurately inconsistently. Student may be inaccurate with rhythms, pitches, intonation, dynamics, tempo, style, or expression. The student's breath support and tone quality are good. Diction is good most of the time due to correct formation of vowels and consonants. Attitude in class is very inconsistent. Student musicianship skills are seldom observed. The student is easily distracted and is often off task.

1: Student has difficulty singing accurately. The student struggles singing with accurate rhythms, correct notes, good intonation, dynamics, tempo, style, and expression. The student consistently demonstrates inadequate breath support to produce a strong sound and the tone quality is not as clear and focused as it could be. Diction is difficult at times to comprehend. Attitude is not good. Student musicianship skills are not followed. The student is a distraction to those around them.