

Harvard Public Schools Music Dep't. MUSIC PERFORMANCE ASSESSMENT RUBRIC

Writers -Mr. Reynolds, Ms. Mercadante

Student's Name _____

Date _____

Score _____

CRITERIA	4 Exceeds Standards	3 Meets Standard	2 Almost Meets The Standard	1 Does Not Meet Standard
Standard 1 - Student shall sing alone and with others, a varied repertoire of music. Musicianship. (Mass. Standard 1)	The student - <ul style="list-style-type: none"> Performs with extraordinary sound quality, interpretation, musical time, dynamics, and expression and demonstrates excellent vocal techniques, as well as a consistent awareness of excellent vocal tone and excellent choral tone. 	The student - <ul style="list-style-type: none"> Performs with good sound quality, interpretation, musical time, dynamics, and expression and demonstrates good vocal techniques, as well as a consistent awareness of good vocal tone and good choral tone. 	The student - <ul style="list-style-type: none"> Performs with fair sound quality, interpretation, musical time, dynamics, and expression and demonstrates fair vocal techniques, as well as inconsistency in good vocal tone and good choral tone production. 	The student - <ul style="list-style-type: none"> Performs with substandard sound quality, shows little awareness of interpretation, musical time, dynamics, and expression and demonstrates substandard vocal techniques, including flaws in vocal tone and choral tone production.
Standard 2 - Student shall perform on instruments, alone and with others a varied repertoire of music. Musicianship. (Mass. Standard 3)	The student - <ul style="list-style-type: none"> Performs with extraordinary sound quality, interpretation, musical time, dynamics, and expression and demonstrates excellent instrumental techniques, as well as a consistent awareness of excellent instrumental tone and excellent ensemble tone. 	The student - <ul style="list-style-type: none"> Performs with good sound quality, interpretation, musical time, dynamics, and expression and demonstrates good instrumental techniques, as well as a consistent awareness of characteristic instrumental tone and good ensemble tone. 	The student - <ul style="list-style-type: none"> Performs with fair sound quality, interpretation, musical time, dynamics, and expression and demonstrates fair instrumental techniques, as well as inconsistency in characteristic instrumental tone and good ensemble tone production. 	The student - <ul style="list-style-type: none"> Performs with substandard sound quality, shows little awareness of interpretation, musical time, dynamics, and expression and demonstrates substandard instrumental techniques, including flaws in instrumental tone and ensemble tone production.
Tone	The student's tone - <ul style="list-style-type: none"> Is full, rich and characteristic of the tone quality of the voice/instrument in all ranges and registers. 	The student's tone - <ul style="list-style-type: none"> Is of a characteristic tone quality in most ranges, but occasionally distorts in some passages. 	The student's tone - <ul style="list-style-type: none"> Exhibits minor flaws in production (i.e., a slightly thin or unfocused sound, forced, breath not always used efficiently.) Has several flaws in basic production (i.e., consistently thin/unfocused sound, forced, breath inefficiently used.) 	The student's tone - <ul style="list-style-type: none"> Has major flaws in basic production (i.e., unfocused, uncentered.) Is a tone quality which hinders the quality of performance.
Intonation	The student's intonation - <ul style="list-style-type: none"> Is accurate in all ranges and registers. 	The student's intonation - <ul style="list-style-type: none"> Is mostly accurate. The student adjusts the few problem pitches to an acceptable standard of intonation. 	The student's intonation - <ul style="list-style-type: none"> Is somewhat accurate, but includes out of tune notes. Student adjusts these problem pitches with some success. Exhibits basic sense of intonation, yet has significant problems; student makes little attempt at adjustment of problem pitches. 	The student's intonation - <ul style="list-style-type: none"> Is not accurate and hinders the quality of performance.
Melodic Accuracy	The student performs - <ul style="list-style-type: none"> All of the pitches/notes accurately. 	The student performs - <ul style="list-style-type: none"> Most of the pitches/notes accurately. 	The student performs - <ul style="list-style-type: none"> Some inaccurate pitches/notes; has some difficulty with melodic precision. Several inaccurate pitches/notes but displays a basic understanding of melodic control. 	The student performs - <ul style="list-style-type: none"> Inaccurate pitches/notes throughout the performance, (i.e. missing key signatures, accidentals).

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Rhythmic Accuracy	The student performs - <ul style="list-style-type: none"> Accurate rhythms throughout. 	The student performs - <ul style="list-style-type: none"> Nearly accurate rhythms, but lacks precise interpretation of some rhythmic patterns. 	The student performs - <ul style="list-style-type: none"> Many rhythmic patterns accurately, but some lack precision (approximation of rhythm patterns used). 	The student performs - <ul style="list-style-type: none"> Many rhythmic patterns incorrectly or inconsistently. The majority of rhythmic patterns incorrectly.
Tempo	The student's tempo - <ul style="list-style-type: none"> Is accurate and consistent with the printed tempo marking(s). 	The student's tempo - <ul style="list-style-type: none"> Approaches the printed tempo marking(s), yet the performed tempo does not detract significantly from the performance. 	The student's tempo - <ul style="list-style-type: none"> Is different from the printed tempo marking(s), resulting in inappropriate tempo(s) for the selection, yet remains consistent. 	The student's tempo - <ul style="list-style-type: none"> Is inconsistent, (rushing, dragging, inaccurate tempo changes). Is not accurate or consistent.
Sight Reading	The student performs - <ul style="list-style-type: none"> All notes accurately. (pitches) All rhythms and tempo accurately. 	The student performs - <ul style="list-style-type: none"> A few inaccurate notes. (pitches) A few inaccurate rhythms. 	The student performs - <ul style="list-style-type: none"> Several inaccurate notes. (pitches) Several inaccurate rhythms. 	The student performs - <ul style="list-style-type: none"> Many inaccurate notes. (pitches) Inaccurate notes throughout. Many inaccurate rhythms. Inaccurate rhythms throughout.
Vocal Technique	The student - <ul style="list-style-type: none"> Performs regular transitions without severe change in quality. Performs vowels with appropriate formation to provide maximum resonance. Performs consonants clearly and rhythmically with no adverse affect on adjoining vowels. Performs with efficient breath management. 	The student - <ul style="list-style-type: none"> Performs regular transitions with little change in quality. Performs vowels with appropriate formation to provide good resonance. Performs consonants clearly and rhythmically with little adverse affect on adjoining vowels. Performs with good breath management. 	The student - <ul style="list-style-type: none"> Performs regular transitions with some change in quality. Performs vowels with formation to provide fair resonance. Performs consonants rhythmically with some adverse affect on adjoining vowels. Performs with adequate breath management. 	The student - <ul style="list-style-type: none"> Performs transitions with many changes in quality. Performs vowels with poor resonance. Performs consonants rhythmically with many adverse affects on adjoining vowels. Performs with poor breath management.
Instrumental Technique	The student - <ul style="list-style-type: none"> Demonstrates appropriate execution of slurs, legato, staccato, and marcato articulations. Performs with efficient air support. Performs in extreme registers of instrument with proper facility and control. 	The student - <ul style="list-style-type: none"> Demonstrates good execution of slurs, legato, staccato, and marcato articulations with some mistakes. Performs with adequate air support. Performs in extreme registers of instrument with good facility and control, but somewhat strained in extremes. 	The student - <ul style="list-style-type: none"> Demonstrates fair execution of slurs, legato, staccato, and marcato articulations with several mistakes. Performs with a fair amount of air support. Performs in extreme registers of instrument with adequate facility and control, but is noticeably strained in extremes. 	The student - <ul style="list-style-type: none"> Demonstrates poor execution of slurs, legato, staccato, and marcato articulations with many mistakes. Performs with poor air support. Performs in extreme registers of instrument with poor facility and control.