

Vocal Small Ensemble Performance Assessment Rubric

School	Name of Ensemble/Member of Ensemble	Event Category (i.e. female trio, etc.)
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Circle the appropriate comments within the category and column, or columns, as applicable.

	Excellent			Fair	
	Superior		Good		Poor
<p>Tone Quality resonance, control clarity, focus, consistency, warmth, vowel formation</p> <p>Intonation accuracy to printed pitches</p>	Open, resonant, stylistically appropriate tone in all registers and ranges. Round, well-matched vowels.	Characteristically appropriate tone most of the time but lacks consistency in outer ranges. Good vowel formation.	A basic tonal concept but with inconsistencies throughout the entire range. Vowels fairly well formed.	Weak or forced tonal production much of the time. Tone lacks full resonance. Vowels not well matched.	A lack of understanding of how to produce a healthy, basic tone. Unawareness of vowel matching.
<p>Rhythm accuracy of note and rest values, duration, pulse, steadiness, correctness of meters</p>	Outstanding accuracy. Correct pulse/meter used throughout the performance.	Infrequent errors with a pulse that is mostly correct.	Occasional rhythmic errors, with a lack of consistency in pulse and/or meter.	Numerous inaccurate rhythms with an incorrect pulse/meter.	An unawareness of rhythms, meter, and pulse.
<p>Balance, Blend likeness of qualities, awareness of ensemble & accompaniment</p> <p>Technique posture, breath management attacks, releases, musical and/or mechanical skill</p>	Superior blend and balance achieved throughout the performance both within and between sections.	Blend and balance are achieved most of the time but is sometimes lost in more difficult passages.	Basically quality ensemble sound. Sections and/or individual voices tend to dominate the sound at times.	Good ensemble sounds rarely achieved. Listening and awareness are inconsistent.	Sections or individuals detract from ensemble sonority. General listening skills not yet developed.
<p>Interpretation style, phrasing, tempo, dynamics, emotional involvement</p> <p>Diction pronunciation, clarity of text</p>	Highly expressive performance with appropriate style, tempo, phrasing and contrasting dynamics.	Minor lapses in dynamics, phrasing, correct tempo, style elements, etc.	Occasionally rigid and mechanical expression. Correct tempo and dynamics, but lacks expressive elements.	Mechanical expression most of the time. Lacks in correct phrasing, tempo, dynamics, style, etc.	A lack of understanding of correct style, dynamic contrast, phrasing, and tempo.
<p>Performance Factors choice of literature, appropriate appearance, poise, general conduct, mannerisms, facial expression, memory</p>	Literature chosen is appropriate for the festival and the group's skill level. Demeanor is outstanding. Songs well memorized.	Songs memorized, but the literature choice is slightly more difficult than the group's current abilities. Excellent performance demeanor.	Literature lacks variety and/or the difficulty level is too high or too low for the group. Some individuals' appearance or mannerisms are distracting.	The literature is not festival appropriate and/or is not within the group's current ability to perform. Some memory and/or deportment lapses.	Proper performance conduct is lacking. Students unfocused. Literature is inappropriate for festival. Major memory flaws.

Rating Table

Superior – I, Excellent – II, Good – III, Fair – IV, Poor – V, No Rating – NR
(Ratings may include + or –, with the highest rating being a (I).)

Qualify for State: Y N