

ACHS Vocal Music Rubric

Skill	Excels (4)	Proficient (3)	Developing (2)	Beginning (1)
Tone Quality: Mouth Shape/Tension	Sings with proper mouth shape for solo/choral singing; has a relaxed jaw/tongue (without prompting)	Consistently sings with a proper mouth shape for solo/choral singing; has a relaxed jaw/tongue (with some prompting)	Does not consistently sing with a proper mouth shape for solo/choral singing; doesn't have a consistently relaxed tongue/jaw	Does not sing with a proper mouth shape for solo/choral singing; not a relaxed tongue/jaw
Tone Quality: Clarity/Resonance	Produces a clear sound that resonates throughout the singers body (without prompting)	Consistently produces a clear sound that resonates throughout the singers body (with some prompting)	Struggles, at times, to sing with a clear sound and/or loses resonances in parts of the body	Does not sing with a clear tone; sound does not resonate throughout the whole body
Tone Quality: Support	Uses the correct breathing technique at the onset of singing (without prompting)	Consistently uses the correct breathing technique at the onset of singing (with some prompting)	Does not consistently use the correct breathing technique at the onset of singing	Does not use the correct breathing technique at the onset of singing
Intonation	Sings in the center of the pitch	Sings in the center of most pitches	Many pitch issues; does not sing in tune reliably	Does not sing in tune; major pitch issues
Rhythmic Reading	Process is being used, and no help is needed to accurately decode rhythm	Process is being used, and only minor help is needed to accurately decode rhythm	Some evidence of a process is in place, but rhythms are incorrect	Does not follow any process to decode rhythms or is silent
Diction	Sings with crisp, clear, appropriate consonants (without prompting)	Consistently sings with crisp, clear, appropriate consonants (with some prompting)	Does not consistently sing with crisp, clear, appropriate consonants	Does not sing with crisp, clear, appropriate consonants
Musicianship: Dynamics	Uses dynamics to express the text/music (without prompting)	Consistently uses dynamics to express the text/music (with some prompting)	Does not consistently use dynamics to express the text/music	Does not use dynamics to express the text/music
Musicianship: Phrasing	Uses phrasing to express text/music (without prompting)	Consistently uses phrasing to express text/music (with some prompting)	Does not consistently use phrasing to express text/music	Does not use phrasing to express text/music
Musicianship: Performance	Uses other performance factors to express text/music (without prompting); music is memorized	Consistently uses other performance factors to express text/music (with some prompting); music is memorized	Does not consistently use other performance factors to express text/music; music is not memorized	Does not use other performance factors to express text/music; music is not memorized
International Phonetic Alphabet	Able to decode, write, and sing IPA vowel and consonant sounds	Able to decode, write, and sing IPA vowel sounds	Unable to decode or write some IPA vowel sounds	Does not decode, write, or sing IPA for pronunciation
Melodic Reading	Process is being used, and no help is needed to accurately decode pitch	Process is being used, and only minor help is needed to accurately decode pitch	Some evidence of a process is in place, but pitches are incorrect	Does not follow any process to decode pitch or is silent
Rehearsal Etiquette	Attends rehearsals; attentive and engaged in learning (without prompting)	Attends rehearsals; attentive and engaged in learning (with some prompting)	Attends rehearsals; not consistently attentive or engaged in learning	Does not attend rehearsals
Performance Etiquette	Attends performances			Does not attend performances

Excels: 90-100%
Proficient: 75-89%
Developing: 50-75%
Beginning: Below 50%