

NAME	Daily Participation/Attitude Points Grading		
In Class (in seat) on Time with Proper Materials	Pass / Fail		
Singing Alignment & Physical Posture	Pass / Fail		
On-Task Behavior	Pass / Fail		
In-Class Contribution/Effort	Pass / Fail		
Positive Attitude	Pass / Fail		
Score Markings/Application of Coaching	Pass / Fail		
Performance Testing (when applicable):	Correct Rhythms	1 2 3	
	Correct Pitches	1 2 3	
	Diction	1 2 3	
	Expressive Markings	1 2 3	
	Tone/Volume	1 2 3	
	TOTAL SCORE (15 points possible)		

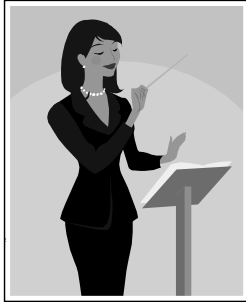


ST. MARY'S CENTRAL HIGH SCHOOL CONCERT CHOIR RUBRIC FOR CHRISTMAS CONCERT:

PURPOSE: To demonstrate your knowledge of the performance materials and to assess your concert performance. Complete this rubric. An honest assessment combined with the teacher's assessment will result in the grade.

PERCENTAGE POINTS POSSIBLE	A RANGE	B RANGE	C/D RANGE	D/F RANGE	COMMENTS
15	Student practiced on a regular schedule each week outside of class to obtain the objectives. (15,14)	Student practiced outside of class to obtain the objectives. (13,12)	Student only attended sectionals to obtain the objectives. (11,10)	Student did not practice outside of class. (9-)	
15	Student sang with a clear and resonant tone throughout the performance. (15,14)	Student sang with clear and resonant tone most of the time. (13,12)	Student had some difficulty singing with clear resonant tone. (11,10)	Student was unable to sing with good tone for the performance. (9-)	
20	Pitches and rhythms were performed with accuracy. (20-18)	Most of the pitches and rhythms were performed with accuracy. (17-15)	Some of the pitches and rhythms were performed with accuracy. (14-10)	Student had difficulty performing correct pitches and rhythms. (9-)	
15	All music was memorized. (15)	Most of the music was memorized. (14,13)	Some of the music was memorized. (12)	Music was not memorized. (11-)	
15	Musical terms, tempos and dynamics were performed with accuracy and knowledge of meanings. (15,14,13)	Musical terms, tempos, and dynamics were adhered to most of the time. (12,11)	Musical terms, tempos, and dynamics were adhered to some of the time. (10)	Musical terms, tempos, and dynamics were not understood. (9-)	
15	Student maintained accuracy while in a mixed formation. (15,14,13)	Student maintained accuracy most of the time while in a mixed formation. (12,11)	Student was able to sing some parts with accuracy while in a mixed formation. (10)	Student was not able to sing accurately while in a mixed formation. (9-)	
5	Student had a strong understanding of the cultural or historical significance of the literature and its composer. (5)	Student could name composers and languages of the literature. (4)	Student had some idea of the significance of the literature selected. (3)	Student did not know composers or any historical & cultural significance. (2-)	
100 points possible					TOTAL

NAME _____



The rubric on the reverse page was created for the students by Vicky R. Boechler. It has made improvements in the area of student accountability. We listen to our performance and the students are required to comment in each criterion. The concert weighs as much as you choose, since the points are percentage based. I find that even the best students are working to improve given the simple rubric below well before the performance date.

ST. MARY'S CENTRAL HIGH SCHOOL CONCERT CHOIR RUBRIC FOR SPRING CONCERT - & VOCAL CONTEST.	
PURPOSE: To perform quality choral music successfully in front of an audience. This rubric is to be used as a guide to prepare for the concert. Following the concert, the student will complete a rubric similar to this. An honest assessment combined with the teacher's assessment will result in the final concert grade.	
PERCENTAGE POINTS POSSIBLE	A
15	Student practiced on a regular schedule each week outside of class to obtain the objectives.
15	Student sang with a clear and resonant tone throughout the performance.
20	Pitches, rhythms, and text were performed with accuracy
15	All music was memorized.
15	Musical terms, tempos and dynamics were performed with accuracy and knowledge of meanings.
15	Student maintained accuracy while in concert formation.
5	Student had a strong understanding of the cultural or historical significance of the literature and its composer.
100 points possible	
	←TOTAL POINTS AWARDED

I have a number of written rubrics. The students have fewer questions as to what is expected. One of the best tools is including the student rubric with Smart Music Assessments. The parents really understand where their child can improve at conference time and are able to converse with their children in a musical fashion. I encourage you to get your students involved in the grading process. Let them help write the rubric. They may come up with more than you think. Good Luck!

Vicky R. Boechler
St. Mary's Central High School Vocal Music
Bismarck, ND



Name _____

Period of Choir _____

Wachter Choir Practice Sheet

Record your practice times on this sheet, have it signed, and return it at **midterm (February 20)**. By then you should have accumulated **2 hours worth of practice time**. 2 hours gives you 20 points, 1 hour gives you 10, and so on.

Date Due: _____

Week	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.	Total	Parent Signature
Jan. 28 - Feb. 3									
Feb. 4 - 10									
Feb. 11 - 17									
Feb. 18 - 20			DUE!						

Total Number of Hours Practiced _____

Total Points Earned _____

Name _____

Period of Choir _____

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Feb. 11 - 17									
Feb. 18 - 20			DUE!						

Total Number of Hours Practiced _____

Total Points Earned _____

♪ You will be watching the recent concert. You will also be completing a writing assignment which will be graded. Read the following and get working! ☺

Your job:

You are a famous columnist and critic for a paper. Your job is to attend local concerts and report them to the public. Your critiques are read by hundreds who make their decision to attend a concert by your opinion of the performance. After observing the Wachter 8th grade choir concert, you need to express your thoughts, in detail, of the performance.

Length of column:

As long as you get your ideas across, your editor is not concerned with the length of your article. However, if you only write two sentences, the editor knows you did not share your complete thoughts with the public and there may be consequences (fired from your job, etc.)

Due date:

Your article is due at the end of the class period.

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