

Classroom Procedure Rubric

Name: _____

Class: _____

- 1. In seat when the tardy bell rings _____
- 2. No personal items at seat _____
- 3. Has assigned music and folder _____
- 4. Has pencil _____

TOTAL GRADE: _____

Classroom Procedure Rubric

Name: _____

Class: _____

- 1. In seat when the tardy bell rings _____
- 2. No personal items at seat _____
- 3. Has assigned music and folder _____
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TOTAL GRADE: _____

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TOTAL GRADE: _____

Classroom Procedure Rubric

Name: _____

Class: _____

- 1. In seat when the tardy bell rings _____
- 2. No personal items at seat _____
- 3. Has assigned music and folder _____
- 4. Has pencil _____

TOTAL GRADE: _____

Singing Posture Checklist

Name: _____

Class: _____

1. When seated feet are flat on the floor & back is away from chair, when standing feet are shoulder width apart with weight evenly distributed _____

2. If using music it is held at an appropriate level, if singing memorized arms are relaxed at sides _____

3. Torso is erect and and ribcage is expanded _____

4. Head is upright and neck is aligned _____

TOTAL GRADE: _____

Singing Posture Checklist

Name: _____

Class: _____

1. When seated feet are flat on the floor & back is away from chair, when standing feet are shoulder width apart with weight evenly distributed _____

2. If using music it is held at an appropriate level, if singing memorized arms are relaxed at sides _____

3. Torso is erect and and ribcage is expanded _____

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TOTAL GRADE: _____

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Class: _____

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TOTAL GRADE: _____

Name: _____

Singing Posture Checklist

Class: _____

1. When seated feet are flat on the floor & back is away from chair, when standing feet are shoulder width apart with weight evenly distributed _____

2. If using music it is held at an appropriate level, if singing memorized arms are relaxed at sides _____

3. Torso is erect and and ribcage is expanded _____

4. Head is upright and neck is aligned _____

TOTAL GRADE: _____

Diaphragmatic Breathing Checklist

Name: _____

Class: _____

- 1. Rib cage high and expanded _____
- 2. No clavicular (shoulder) movement on inhalation _____
- 3. Abdominal expansion on inhalation _____
- 4. Sustained breath flow without collapse of ribcage on exhalation _____

Diaphragmatic Breathing Checklist

Name: _____

Class: _____

- 1. Rib cage high and expanded _____
- 2. No clavicular (shoulder) movement on inhalation _____
- 3. Abdominal expansion on inhalation _____
- 4. Sustained breath flow without collapse of ribcage on exhalation _____

Diaphragmatic Breathing Checklist

Name: _____

Class: _____

- 1. Rib cage high and expanded _____
- 2. No clavicular (shoulder) movement on inhalation _____
- 3. Abdominal expansion on inhalation _____
- 4. Sustained breath flow without collapse of ribcage on exhalation _____

Diaphragmatic Breathing Checklist

Name: _____

Class: _____

- 1. Rib cage high and expanded _____
- 2. No clavicular (shoulder) movement on inhalation _____
- 3. Abdominal expansion on inhalation _____
- 4. Sustained breath flow without collapse of ribcage on exhalation _____

Classroom Performance Checklist

Name: _____

- 1. Student is attempting to sing _____
- 2. Student is standing or sitting with correct posture _____
- 3. Student is visually forming proper vowel shapes for singing _____
- 4. Student is focused on the directors instructions _____

Classroom Performance Checklist

Name: _____

- 1. Student is attempting to sing _____
- 2. Student is standing or sitting with correct posture _____
- 3. Student is visually forming proper vowel shapes for singing _____
- 4. Student is focused on the directors instructions _____

Classroom Performance Checklist

Name: _____

- 1. Student is attempting to sing _____
- 2. Student is standing or sitting with correct posture _____
- 3. Student is visually forming proper vowel shapes for singing _____
- 4. Student is focused on the directors instructions _____

Classroom Performance Checklist

Name: _____

- 1. Student is attempting to sing _____
- 2. Student is standing or sitting with correct posture _____
- 3. Student is visually forming proper vowel shapes for singing _____
- 4. Student is focused on the directors instructions _____

Musical Expression Checklist

Name: _____

Class: _____

- 1. Student breathes in appropriate places _____
- 2. Student performs with appropriate vocal tone _____
- 3. Student sings with good sense of legato _____
- 4. Student performs dynamics as indicated _____

TOTAL GRADE: _____

Musical Expression Checklist

Name: _____

Class: _____

- 1. Student breathes in appropriate places _____
- 2. Student performs with appropriate vocal tone _____
- 3. Student sings with good sense of legato _____
- 4. Student performs dynamics as indicated _____

TOTAL GRADE: _____

Musical Expression Checklist

Name: _____

Class: _____

- 1. Student breathes in appropriate places _____
- 2. Student performs with appropriate vocal tone _____
- 3. Student sings with good sense of legato _____
- 4. Student performs dynamics as indicated _____

TOTAL GRADE: _____

Musical Expression Checklist

Name: _____

Class: _____

- 1. Student breathes in appropriate places _____
- 2. Student performs with appropriate vocal tone _____
- 3. Student sings with good sense of legato _____
- 4. Student performs dynamics as indicated _____

TOTAL GRADE: _____

Name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

TOTAL GRADE: _____

Name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

TOTAL GRADE: _____

Name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

TOTAL GRADE: _____

Name: _____

Date: _____

1. _____

2. _____

3. _____

4. _____

TOTAL GRADE: _____

Rhythm Reading Rubric

Name: _____

Class: _____

- 1. Rhythm is accurate _____
- 2. Visually Keeps Steady Beat _____
- 3. Uses projected tone _____
- 4. Uses correct counting syllables _____

TOTAL GRADE: _____

Rhythm Reading Rubric

Name: _____

Class: _____

- 1. Rhythm is accurate _____
- 2. Visually Keeps Steady Beat _____
- 3. Uses projected tone _____
- 4. Uses correct counting syllables _____

TOTAL GRADE: _____

Rhythm Reading Rubric

Name: _____

Class: _____

- 1. Rhythm is accurate _____
- 2. Visually Keeps Steady Beat _____
- 3. Uses projected tone _____
- 4. Uses correct counting syllables _____

TOTAL GRADE: _____

Rhythm Reading Rubric

Name: _____

Class: _____

- 1. Rhythm is accurate _____
- 2. Visually Keeps Steady Beat _____
- 3. Uses projected tone _____
- 4. Uses correct counting syllables _____

TOTAL GRADE: _____

Rhythm Reading Assessment

Name: _____

Date: _____

	Rhythm	Counting Syllables
25	Steady tempo and accurate rhythm throughout	All notes are identified with correct rhythm syllables or numbers
15	Steady tempo, missed a few rhythmic patterns	Most notes are identified with correct rhythm syllables or numbers
5	Rhythms are not accurate and/or stopped during performance	Rhythm Symbols or numbers are not correct

Total Score: _____

Rhythm Reading Assessment

Name: _____

Date: _____

	Rhythm	Counting Syllables
25	Steady tempo and accurate rhythm throughout	All notes are identified with correct rhythm syllables or numbers
15	Steady tempo, missed a few rhythmic patterns	Most notes are identified with correct rhythm syllables or numbers
5	Rhythms are not accurate and/or stopped during performance	Rhythm Symbols or numbers are not correct

Total Score: _____

Rhythm Reading Assessment

Name: _____

Date: _____

	Rhythm	Counting Syllables
25	Steady tempo and accurate rhythm throughout	All notes are identified with correct rhythm syllables or numbers
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5	Rhythms are not accurate and/or stopped during performance	Rhythm Symbols or numbers are not correct

Total Score: _____

Rhythm Reading Assessment

Name: _____

Date: _____

	Rhythm	Counting Syllables
25	Steady tempo and accurate rhythm throughout	All notes are identified with correct rhythm syllables or numbers
15	Steady tempo, missed a few rhythmic patterns	Most notes are identified with correct rhythm syllables or numbers
5	Rhythms are not accurate and/or stopped during performance	Rhythm Symbols or numbers are not correct

Total Score: _____

Melodic Reading Assessment

Name: _____

Date: _____

	Pitch	Rhythm	Solfege	Handsigns
25	All pitches are accurate	All rhythms are accurate	All solfege is accurate	All handsigns are accurate
20	Most pitches are accurate	Most rhythms are accurate	Most solfege is accurate	Most handsigns are accurate
15	Some pitches are accurate	Some rhythms are accurate	Some solfege is accurate	Some handsigns are accurate
10	Few or no accurate pitches	Few rhythms are accurate	Little or no solfege is accurate	Few handsigns are accurate

Total Score: _____

Melodic Reading Assessment

Name: _____

Date: _____

	Pitch	Rhythm	Solfege	Handsigns
25	All pitches are accurate	All rhythms are accurate	All solfege is accurate	All handsigns are accurate
20	Most pitches are accurate	Most rhythms are accurate	Most solfege is accurate	Most handsigns are accurate
15	Some pitches are accurate	Some rhythms are accurate	Some solfege is accurate	Some handsigns are accurate
10	Few or no accurate pitches	Few rhythms are accurate	Little or no solfege is accurate	Few handsigns are accurate

Total Score: _____

Melodic Reading Assessment

Name: _____

Date: _____

	Pitch	Rhythm	Solfege	Handsigns
25	All pitches are accurate	All rhythms are accurate	All solfege is accurate	All handsigns are accurate
20	Most pitches are accurate	Most rhythms are accurate	Most solfege is accurate	Most handsigns are accurate
15	Some pitches are accurate	Some rhythms are accurate	Some solfege is accurate	Some handsigns are accurate
10	Few or no accurate pitches	Few rhythms are accurate	Little or no solfege is accurate	Few handsigns are accurate

Total Score: _____

Melodic Reading Assessment

Name: _____

Date: _____

	Pitch	Rhythm	Solfege	Handsigns
25	All pitches are accurate	All rhythms are accurate	All solfege is accurate	All handsigns are accurate
20	Most pitches are accurate	Most rhythms are accurate	Most solfege is accurate	Most handsigns are accurate
15	Some pitches are accurate	Some rhythms are accurate	Some solfege is accurate	Some handsigns are accurate
10	Few or no accurate pitches	Few rhythms are accurate	Little or no solfege is accurate	Few handsigns are accurate

Total Score: _____

Individual Performance Rubric - Level 1 (1st 9 Week Skills)

Name _____

Date _____

Music Performed _____

Score	Pitch	Rhythm	Vocal Technique - Posture	Vocal Technique - Breath Management	Vocal Technique - Vowel Production
20	All pitches are accurate	All rhythms are accurate	Student demonstrates all elements of proper singing posture	Student demonstrates all elements of proper breath management, and is able to perform phrasing appropriate to the repertoire	Student performs tall, resonant vowels all of the time
15	Most pitches are accurate	Most rhythms are accurate	Student demonstrates most elements of proper singing posture	Student demonstrates most elements of proper breath management and performs with appropriate phrasing most of the time	Student performs tall, resonant vowels most of the time
10	Some pitches are accurate	Some rhythms are accurate	Student demonstrates some elements of proper singing posture	Student demonstrates some elements of proper breath management and performs with appropriate phrasing some of the time	Student performs tall, resonant vowels some of the time
5	Few or no pitches are accurate	Few or no rhythms are accurate	Student demonstrates few or no elements of proper singing posture	Student demonstrates few elements of proper breath management and does not perform appropriate phrasing	Student does not sing with tall, resonant vowels most of the time

Individual Performance Rubric - Level 1 (1st 9 Week Skills)

Name _____

Date _____

Music Performed _____

Score	Pitch	Rhythm	Vocal Technique - Posture	Vocal Technique - Breath Management	Vocal Technique - Vowel Production
20	All pitches are accurate	All rhythms are accurate	Student demonstrates all elements of proper singing posture	Student demonstrates all elements of proper breath management, and is able to perform phrasing appropriate to the repertoire	Student performs tall, resonant vowels all of the time
15	Most pitches are accurate	Most rhythms are accurate	Student demonstrates most elements of proper singing posture	Student demonstrates most elements of proper breath management and performs with appropriate phrasing most of the time	Student performs tall, resonant vowels most of the time
10	Some pitches are accurate	Some rhythms are accurate	Student demonstrates some elements of proper singing posture	Student demonstrates some elements of proper breath management and performs with appropriate phrasing some of the time	Student performs tall, resonant vowels some of the time
5	Few or no pitches are accurate	Few or no rhythms are accurate	Student demonstrates few or no elements of proper singing posture	Student demonstrates few elements of proper breath management and does not perform appropriate phrasing	Student does not sing with tall, resonant vowels most of the time

Individual Performance Rubric - Level 2 (2nd 9 Week Skills)

Name _____

Date _____

Music Performed _____

Score	Pitch	Rhythm	Vocal Technique (review)	Vocal Technique - Diction	Musical Expression - Dynamics
20	All pitches are accurate	All rhythms are accurate	Student demonstrates all elements of proper singing posture and breath management	Student performs with crisp, accurate placement of all initial and final consonants	Student performs all dynamic markings as indicated in the score
15	Most pitches are accurate	Most rhythms are accurate	Student demonstrates most elements of proper singing posture and breath management	Student performs with crisp, accurate placement of most initial and final consonants	Student performs most dynamic markings as indicated in the score
10	Some pitches are accurate	Some rhythms are accurate	Student demonstrates some elements of proper singing posture and breath management	Student performs with crisp, accurate placement of some initial and final consonants	Student performs some dynamic markings as indicated in the score
5	Few or no pitches are accurate	Few or no rhythms are accurate	Student demonstrates few or no elements of proper singing posture and breath management	Student does not perform with crisp, accurate placement of initial and final consonants.	Student does not perform dynamic markings as indicated in the score



Individual Performance Rubric - Level 2 (2nd 9 Week Skills)

Score	Pitch	Rhythm	Vocal Technique (review)	Vocal Technique - Diction	Musical Expression - Dynamics
20	All pitches are accurate	All rhythms are accurate	Student demonstrates all elements of proper singing posture and breath management	Student performs with crisp, accurate placement of all initial and final consonants	Student performs all dynamic markings as indicated in the score
15	Most pitches are accurate	Most rhythms are accurate	Student demonstrates most elements of proper singing posture and breath management	Student performs with crisp, accurate placement of most initial and final consonants	Student performs most dynamic markings as indicated in the score
10	Some pitches are accurate	Some rhythms are accurate	Student demonstrates some elements of proper singing posture and breath management	Student performs with crisp, accurate placement of some initial and final consonants	Student performs some dynamic markings as indicated in the score
5	Few or no pitches are accurate	Few or no rhythms are accurate	Student demonstrates few or no elements of proper singing posture and breath management	Student does not perform with crisp, accurate placement of initial and final consonants.	Student does not perform dynamic markings as indicated in the score

Name _____

Date _____

Music Performed _____

Individual Performance Rubric - Level 3 (3rd 9 Week Skills)

Name _____ Date _____ Music Performed _____

Score	Pitch	Rhythm	Vocal Technique (review)	Vocal Technique - Diction "diphthongs"	Vocal Technique -Legato
20	All pitches are accurate	All rhythms are accurate	Student demonstrates all elements of proper singing posture and breath management	Student demonstrates proper execution of all diphthongs elongating the initial vowel sound	Student demonstrates proper legato singing with text connection and proper breath management all of the time
15	Most pitches are accurate	Most rhythms are accurate	Student demonstrates most elements of proper singing posture and breath management	Student demonstrates proper execution of most diphthongs elongating the initial vowel sound	Student demonstrates proper legato singing with text connection and proper breath management most of the time
10	Some pitches are accurate	Some rhythms are accurate	Student demonstrates some elements of proper singing posture and breath management	Student demonstrates proper execution of some diphthongs elongating the initial vowel sound	Student demonstrates proper legato singing with text connection and proper breath management some of the time
5	Few or no pitches are accurate	Few or no rhythms are accurate	Student demonstrates few or no elements of proper singing posture and breath management	Student does not demonstrate proper execution of diphthongs	Student does not demonstrate proper legato singing.

Individual Performance Rubric - Level 3 (3rd 9 Week Skills)

Name _____ Date _____ Music Performed _____

Score	Pitch	Rhythm	Vocal Technique (review)	Vocal Technique - Diction "diphthongs"	Vocal Technique -Legato
20	All pitches are accurate	All rhythms are accurate	Student demonstrates all elements of proper singing posture and breath management	Student demonstrates proper execution of all diphthongs elongating the initial vowel sound	Student demonstrates proper legato singing with text connection and proper breath management all of the time
15	Most pitches are accurate	Most rhythms are accurate	Student demonstrates most elements of proper singing posture and breath management	Student demonstrates proper execution of most diphthongs elongating the initial vowel sound	Student demonstrates proper legato singing with text connection and proper breath management most of the time
10	Some pitches are accurate	Some rhythms are accurate	Student demonstrates some elements of proper singing posture and breath management	Student demonstrates proper execution of some diphthongs elongating the initial vowel sound	Student demonstrates proper legato singing with text connection and proper breath management some of the time
5	Few or no pitches are accurate	Few or no rhythms are accurate	Student demonstrates few or no elements of proper singing posture and breath management	Student does not demonstrate proper execution of diphthongs	Student does not demonstrate proper legato singing.

Performance Rubric

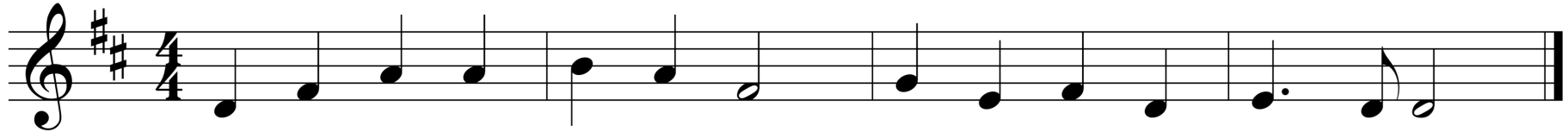
Name _____

Date _____

Music Performed _____

Score	Pitch & Rhythm	Vocal Technique	Vocal Technique - Tone	Vocal Technique - Diction	Musical Expression
20	All pitches and rhythms are accurate	Student demonstrates all elements of proper singing posture and breath management	Student demonstrates open rounded tone with “in the mask” and healthy chest/head voice resonance all of the time	Student demonstrates good choral diction including proper vowel shape, consonant placement, and good execution of diphthongs all of the time.	Student performs with appropriate phrasing and dynamics all of the time.
15	Most pitches and rhythms are accurate	Student demonstrates most elements of proper singing posture and breath management	Student demonstrates open rounded tone with “in the mask” and healthy chest/head voice resonance most of the time	Student demonstrates good choral diction including proper vowel shape, consonant placement, and good execution of diphthongs some of the time.	Student performs with appropriate phrasing and most all of the time.
10	Some pitches and rhythms are accurate	Student demonstrates some elements of proper singing posture and breath management	Student demonstrates open rounded tone with “in the mask” and healthy chest/head voice resonance some of the time	Student demonstrates good choral diction including proper vowel shape, consonant placement, and good execution of diphthongs some of the time.	Student performs with appropriate phrasing and dynamics some of the time.
5	Few or no pitches and rhythms are accurate	Student demonstrates few or no elements of proper singing posture and breath management	Student does not sing with good resonance, and/or sings with improper usage of chest/head voice registration.	Student does not demonstrate good choral diction.	Student does not perform with appropriate phrasing and dynamics

Name _____



Score	Pitch	Rhythm	Solfege	Vocal Technique - Tone	Vocal Technique – Posture
20	Pitches were accurate throughout	Steady tempo and accurate rhythm throughout	All solfege is identified correctly and hand signs are used.	Uses supported tone and good vowels throughout	Student demonstrates all elements of proper singing posture
15	Strong tonal center, most pitches were correct	Steady tempo, missed a few rhythmic patterns	Most solfege is identified correctly and hand signs are used.	Uses supported tone and good vowels most of the time	Student demonstrates most elements of proper singing posture.
10	Good sense of key, aware of tonic throughout but several wrong notes are sung	Kept sense of steady beat but tempo fluctuates	Some solfege is identified correctly and hand signs are used but not consistently.	Uses supported tone and good vowels some of the time	Student demonstrates some elements of proper singing posture.
5	Correct starting pitch, key/tonic not stable and significant wrong notes.	Started in tempo but lost sense of steady beat. Stopping or slowing on certain pitches	Many mistakes in solfege and hand signs.	Sings with unsupported tone and/or bad vowels most of the time	Student demonstrates few elements of proper singing posture.
0	Missed starting pitch, no clear sense of key	Inconsistent beat; stopping and/or starting over repeatedly	Solfege is in correct and/or hand signs are not used.	Does not attempt to sing, or sings with consistently bad vowels	Student demonstrates no elements of good singing posture or does not sing.

COMMENTS:

COMMENTS:

Score	Pitch & Rhythm	Vocal Technique	Vocal Technique - Tone	Vocal Technique - Diction	Musical Expression
20					
19	All pitches and rhythms are accurate	Student demonstrates all elements of proper singing posture and breath management	Student demonstrates open rounded tone with "in the mask" and healthy chest/head voice resonance all of the time	Student demonstrates good choral diction including proper vowel shape, consonant placement, and good execution of diphthongs all of the time.	Student performs with appropriate phrasing and dynamics all of the time.
18					
17					
16					
15					
14	Most pitches and rhythms are accurate	Student demonstrates most elements of proper singing posture and breath management	Student demonstrates open rounded tone with "in the mask" and healthy chest/head voice resonance most of the time	Student demonstrates good choral diction including proper vowel shape, consonant placement, and good execution of diphthongs most of the time.	Student performs with appropriate phrasing and most all of the time.
13					
12					
11					
10					
9	Some pitches and rhythms are accurate	Student demonstrates some elements of proper singing posture and breath management	Student demonstrates open rounded tone with "in the mask" and healthy chest/head voice resonance some of the time	Student demonstrates good choral diction including proper vowel shape, consonant placement, and good execution of diphthongs some of the time.	Student performs with appropriate phrasing and dynamics some of the time.
8					
7					
6					
5					
4	Few or no pitches and rhythms are accurate	Student demonstrates few or no elements of proper singing posture and breath management	Student does not sing with good resonance, and/or sings with improper usage of chest/head voice registration.	Student does not demonstrate good choral diction.	Student does not perform with appropriate phrasing and dynamics
3					
2					
1					

CUT 1	CUT 2	CUT 3

Individual Dress Rehearsal/Performance Assessment

Name: _____

Concert: _____

Date: _____

Category	20	15	10	5	0
Uniform	Student was properly uniformed and was neatly dressed. Student's uniform was properly hemmed, appropriate shoes were worn, appropriate hosiery/socks were worn, hair was neatly secured away from the face, and no jewelry was worn.	The student met the majority of the uniform requirements for this event. Student may have missed one of the following items: uniform was not properly hemmed, appropriate shoes were not worn, hair wasn't neatly secured away from face, or personal jewelry was worn.	The student did not meet the majority of the uniform requirements for this event. Student missed two or more of the following items: uniform was not properly hemmed, appropriate shoes were not worn, hair wasn't neatly secured away from face, or personal jewelry was worn.	Student was present but not in uniform .	Student was not present.
Musical Performance	Student contributed to a positive and productive rehearsal. Consistent effort was made to perform all articulations and dynamic markings. Phrasing and breaths were planned and effectively executed. Student was attentive to the role of their part within the context of the choir and vowel space was ideal for this performance	Student made frequent effort to perform with appropriate vocal technique. Student may have need to address improvement in one of the following areas: <i>correct vowel shape, appropriate phrasing, appropriate singing posture, attention to dynamic markings and/or rhythmic articulations, or the balance of their part within the context of the choir.</i>	Student demonstrate inconsistent effort to perform with appropriate vocal technique. Student may have need to address improvement in two or more of the following areas: <i>correct vowel shape, appropriate phrasing, appropriate singing posture, attention to dynamic markings and/or rhythmic articulations, or the balance of their part within the context of the choir.</i>	Student failed to meet minimum standards required for performance	Student was not present.
Rehearsal Etiquette	Student was an example of appropriate rehearsal behavior . Student maintained eye contact with the director throughout the rehearsal. Attention and focus was on the task at hand. Breaks in performance were quiet and student responded positively to instruction. Effective use was made of this rehearsal period.	Student met the maintained appropriate rehearsal behaviors for the majority of the rehearsal period. Student may need to address issues in one of the following areas: <i>eye contact with the director throughout the rehearsal, attention and focus on the task at hand, student awaits instruction quietly, or their ability to implement changes requested.</i>	Student frequently demonstrated behavior inconsistent with a productive rehearsal period. Student may need to address issues in two or more of the following areas: <i>eye contact with the director throughout the rehearsal, attention and focus on the task at hand, student awaits instruction quietly, or their ability to implement changes requested.</i>	Student had to be frequently reminded to remain on task and encouraged to make the best use of the rehearsal period. Student failed to meet director expectations for this rehearsal period.	Student was not present.
Audience Etiquette	Student was an example of appropriate concert etiquette . Student behaved appropriately and refrained from talking, participating in loud conversations, eating, and using their cell phone . Student remained in the auditorium for the duration of the rehearsal and was attentive to both the director's instructions and the performers on stage.	Student exhibited behaviors consistent with expectations for the majority of the rehearsal period. Student may have been observed doing one of the following: using electronic devices, eating, being inattentive to the director's instructions and/or the performers on stage, being out of their assigned seat/area, or participating in disruptive communication.	Student exhibited behaviors inconsistent with expectations for the rehearsal period. Student may have been observed doing two or more of the following: using electronic devices, eating, being inattentive to the director's instructions and/or the performers on stage, being out of their assigned seat/area, or participating in disruptive communication.	Student had to be frequently reminded to remain on task and follow director's instruction. Student failed to meet director expectations .	Student was not present.
Attendance	Student arrived on time to rehearsal and was in their assigned place prior to the start of the rehearsal process.	Student arrived on time but was not in their assigned place for the beginning of the rehearsal process	Student arrived after the rehearsal process began and/or did not remain in attendance for the duration of the rehearsal process.	Student was more than 10 minutes late to rehearsal and failed to remain in attendance beyond their assigned performance time	Student was not present.

Winter Concert Writing Planning

Writing Prompt

Reflect on your performance at the Winter Concert and compare it to your performance on the Fall Concert. Give at least three specific examples of things that you or the choir as a whole have improved on and something that you need to work on in the future.

Organize your ideas in the chart below. Be sure you come up with 3 examples that support your thesis. This does not have to be done in complete sentences.

	Something I / we have improved on	An example of this from the concert performance
1		
2		
3		
Something I / we can still improve on		
Write your thesis statement for this essay below:		

Concert Evaluation Writing Assignment

Writing Prompt

Reflect on your performance at the Winter Concert and compare it to your performance on the Fall Concert. Give at least three specific examples of things that you or the choir as a whole have improved on and something you need to work on in the future.

FORMAT: (3 Paragraphs)

Paragraph 1

Sentence 1: Hook / Introduction

Sentence 2: Transition / Bridge

Sentence 3: Thesis

Use your thesis from your planning chart

Body Paragraph

Use the examples from your rough draft chart to create the body of your essay. State your idea in a complete sentence from the first column (what you have improved on). Follow that sentence with 1-2 sentences that supports your statement using examples from the concert (what you wrote in column 2). Repeat this for all 3 ideas. (At least 6 sentences here)

Concluding Paragraph

Introductory Sentence to transition to what you need to improve

Make statement of what you can improve in a complete sentence

Support your statement in 1-2 complete sentence

Concluding sentence - summarize you response to the thesis