

Performing Arts (Music) - RUBRIC

Score	Tone	Rhythm	Intonation	Expression	Ensemble
1	The student demonstrates significant weakness in the area of tone production for the majority of the performance. The student should begin to address tone production for greater consistency in this area.	The student demonstrates significant weakness in the area of rhythm for the majority of the performance. The student should begin to address rhythm for greater consistency in this area.	The student demonstrates significant weakness in the area of intonation for the majority of the performance. The student should begin to address intonation for greater consistency in this area.	The student demonstrates significant weakness in the area of expression for the majority of the performance. The student should begin to address expression for greater consistency in this area.	The student demonstrates significant weakness in the area of ensemble, for the majority of the performance. The student should begin to address ensemble for greater consistency in this area.
2	The student is not able to demonstrate competency in the area of tone production for the majority of the performance. The student should work for greater consistency in this area.	The student is not able to demonstrate competency in the area of rhythm for the majority of the performance. The student should work for greater consistency in this area.	The student is not able to demonstrate competency in the area of intonation for the majority of the performance. The student should work for greater consistency in this area.	The student is not able to demonstrate competency in the area of expression for the majority of the performance. The student should work for greater consistency in this area.	The student is not able to demonstrate competency in the area of ensemble for the majority of the performance. The student should work for greater consistency in this area.
3	The student demonstrates developing skills in the area of tone production throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates developing skills in the area of rhythm throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates developing skills in the area of intonation throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates developing skills in the area of expression throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates developing skills in the area of ensemble throughout most of the performance. The student should work for greater consistency in this area.
4	The student demonstrates strong skills in the area of tone production throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates strong skills in the area of rhythm throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates strong skills in the area of intonation throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates strong skills in the area of expression throughout most of the performance. The student should work for greater consistency in this area.	The student demonstrates strong skills in the area of ensemble, throughout most of the performance. The student should work for greater consistency in this area.
5	The student demonstrates strong skills in the area of tone production throughout the entire performance.	The student demonstrates strong skills in the area of rhythm throughout the entire performance.	The student demonstrates strong skills in the area of intonation throughout the entire performance.	The student demonstrates strong skills in the area of expression throughout the entire performance.	The student demonstrates strong skills in the area of ensemble throughout the entire performance.