



All State Vocalist Selection Rubric

Each vocalist will be evaluated on the following vocal qualities. A point scale will be used for each area. 10 being high, 1 is low, a zero score for those students that do not complete the selected audition exercise (Example: Student starts, but fails to complete excerpt 2.)

Scales – student will be rated on the performance of the scales in relation to tone quality, intonation, breath management and tempo. **Each scale will be graded separately.**

Vocalise – student will be rated on the performance of the vocalise in relation to tone quality, intonation and breath control.

Excerpts – student will be rated on the performance of the excerpts in relation to tone quality, intonation, tempo, phrasing, and dynamics. **Each excerpt will be graded separately.**

Sight-reading – Student will be rated on the performance of the sight-reading in relation to pitch, tempo and rhythmic accuracy.

Overall Tone Quality – Clarity of voice: consider placement (free and resonant, nasal, hooty, belted?)

Control of ranges: Is the voice forced to “reach” any notes, or do the notes just not exist within the tessitura of the singer.

Overall Intonation – How well does the student match and maintain printed pitches. Pitch will be referenced against the piano, so please have your piano tuned to A440.

There are 52 total points for a perfect score using the rubric descriptors, divided this way:

- Scale 1 – 5 points
- Scale 2 – 5 points
- Vocalise – 5 points
- Excerpt 1 – 10 points
- Excerpt 2 – 10 points
- Sight-Reading – 5 points
- Overall Tone Quality – 5 points
- Overall Intonation – 5 points

Even though there are 3 or 4 descriptors in each level of the rubric, not all elements need to be in place for the student to be scored at a particular level.

RUBRIC DESCRIPTORS

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| Overall Tone Quality | (5 points) Student's tone is free (not forced) and resonant. Superior control of voice throughout entire range. Student demonstrates consistent breath control. | (4 points) Student's tone is free and resonant. Excellent control of voice throughout range with some changes through the passagio. Student demonstrates consistent breath control. | (3 points) Student's tone is: somewhat weak, nasal, hooty, or breathy.. Good control of voice. Inconsistent control at extreme ends of range. Demonstrates inconsistent breath control. | (2 points) Student's tone is: weak, nasal, hooty, or breathy. Poor control of voice at extreme ends of range. Demonstrates lack of breath control. | (1 point) Student's tone is: <u>very</u> weak, nasal, hooty, or breathy. Student cannot control voice at extreme ends of range. Demonstrates a lack of breath control. | (0 points) Student failed to complete enough of exercise to determine quality |
| Overall Intonation | (5 points) Student matches and maintains correct pitch at ALL times. | (4 points) Student matches and maintains correct pitches a significant amount of the time. | (3 oints) Student matches and maintains correct pitch most of the time. | (2 points) Student matches and maintains correct pitch some of the time. | (1 point) Student has significant trouble matching and maintaining correct pitch. | (0 points) Student did not complete enough of exercise to demonstrate ability to sing in tune |
| Vocalise | (5 points) Student performs vocalise at a superior level. Tone Quality, Intonation, and breath control are consistent throughout Student only takes one breath at the end of the cycle. | (4 points) Student performs vocalise at an excellent level. Tone Quality, Intonation, and breath control are consistent most of the time. Student performs 5 of the 6 cycles correctly. | (3 points) Student performs vocalise at a good level. Tone Quality, Intonation, and breath control are somewhat consistent. Student performs 4 out of 6 cycles correctly with minor errors. | (2 points) Student has trouble performing vocalise, in relation to tone quality, intonation or breath control. Student changes key one or more times. | (1 point) Student has significant trouble performing vocalise in relation to tone quality, intonation or breath control. Cycles were not half step apart. | (0 points) Student did not complete enough of exercise to demonstrate ability to perform vocalise correctly. |
| Scales | (5 points) Student performs scale at a superior level. Tone Quality and Intonation are consistent throughout. Student sings scale with superior breath management. Only one breath at the top of the scale. Tempo is within 5 clicks. | (4 points) Student performs scale at an excellent level. Tone Quality & Intonation are consistent a significant amount of the time. Student takes an extra breath within the scale. Tempo is too slow or too fast. | (3 points) Student performs scale at a good level. Tone Quality & Intonation are somewhat consistent. Tempo is too slow or too fast. Breath management is inconsistent. Student may change key once. | (2 points) Student has trouble performing scale in relation to tone quality, tempo, intonation or breath management. Changes key more than once. | (1 point) Student has significant trouble performing scale in relation to tone quality, intonation or tempo. (Starts on wrong pitch) | (0 points) Student did not complete enough of scale to demonstrate ability to perform scale correctly. |
| Excerpts | (10-9 points) Student performs excerpt at a superior level. Student demonstrates a very high level of musicianship, including dynamics, tempo changes, articulations, stylistic elements, and correct pronunciation. | (8-7 points) Student performs excerpt at an excellent level. Student demonstrates a high level of musicianship, including dynamics, tempo and articulations, stylistic elements, and correct pronunciation. | (6-5 points) Student performs excerpt at a good level. Student demonstrates an average level of musicianship. (Minor intonation problems, small rhythmic or note errors..) Lack of tempo changes, dynamics, articulations and pronunciations. | (4-3 points) Student has some trouble performing excerpt. (Starts on wrong note, rhythmic and or note errors, demonstrates a low level of musicianship.) No musicianship evident. | (2-1 points) Student has significant trouble performing excerpt. (Significant errors in pitch, rhythm, poor phrasing, dynamics. Very No musicianship evident). | (0 points) Student did not complete enough of excerpt to demonstrate ability to perform excerpt correctly. |
| Sight-reading | (5 points) Student performs sight-reading 100% correctly at any point in time, including correct tempo. Has errors in 0-1 measures of the example. | (4 points) Student performs sight-reading at a nearly perfect level. Minor rhythmic, tempo or pitch problems. Has errors in 2-3 of the measures. | (3 points) Student performs sight reading with some pitch, tempo, or rhythmic problems. Has errors in 4-5 of the measures | (2 points) Student performs sight-reading exercise with some major pitch, tempo or rhythmic problems. Has errors n more than 5 measures. | (1 point) Student has significant trouble performing the sight-reading exercise. Pitches, rhythm and key are inconsistent. | (0 points) Student does not complete the sight reading exercise. |