

Candidate	Semester of Graduation	Grade	Course Descriptive	Tone Quality	Pitch	Rhythm	Phrasing
1	Fall 2006	A	Senior Recital 412	4	4	4	3
2	Fall 2006	A	Senior Recital 412	4	3	3	4
3	Fall 2007	A	Senior Recital 412	4	4	4	4
4	Summer 2007	A	Senior Recital 412	4	4	3	3
5	Spring 2008	A	Senior Recital 412	3	4	3	4
6	Spring 2008	A	Senior Recital 412	2	3	4	4
7	Spring 2008	A	Senior Recital 412	4	4	3	4
8	Fall 2009	A	Senior Recital 412	4	4	3	4
9	Fall 2009	A	Senior Recital 412	3	3	4	3
<b>Mean</b>				3.5	3.6	3.4	3.6

Expression & Style	Entrances & Articulation	Technique	Intonation	Posture & Relaxation	Diction (Vocal Only)
4	4	4	4	4	
<b>3</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	
4	4	4	4	4	
4	4	4	3	4	
4	3	3	3	4	
2	3	3	3	3	
3	3	4	3	4	
3	3	4	3	4	
4	3	3	3	4	4
3.4	3.4	3.5	3.2	3.8	

<b>Instrumental Music Education</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Tone Quality</b>	Tone is consistently focused, clear, and centered throughout the range of the instrument.	Tone is focused, clear and centered through the normal range of the instrument. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, clear and centered, but sometimes the tone is uncontrolled in the normal range of the instrument. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	The tone is often not focused, clear or centered regardless of the range, significantly detracting from the overall performance.
<b>Pitch</b>	Virtually no errors. Pitch is very accurate.	An occasional isolated error, but most of the time pitch is accurate and secure.	Some accurate pitches, but there are frequent and/or repeated errors.	Very few accurate or secure pitches.
<b>Rhythm</b>	The beat is secure and the rhythms are accurate..	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
<b>Phrasing</b>	Phrasing is always consistent and sensitive to the style of music being played.	Phrasing is usually consistent and sensitive to the style of music being played.	Phrasing is usually consistent and occasionally sensitive to the style of music being played.	Phrasing is rarely consistent and/or rarely sensitive to musical style.
<b>Expression and Style</b>	Performs with a creative nuance and style in response to the score.	Typically performs with nuance and style that is indicated in the score.	Sometimes performs with nuance and style that is indicated in the score.	Rarely demonstrates expression and style. Just plays the notes.
<b>Entrances and articulation markings</b>	Secure Entrances. Markings (staccato, legato, slur, accents, etc.) are executed accurately.	Entrances are usually secure, though there might be an isolated error. Markings are usually executed accurately.	Entrances are rarely secure, but markings are sometimes executed accurately.	Few secure Entrances. Markings are typically not executed accurately.

<b>Technique: Breath Support, Embouchure, bowing, vibrato, appropriate to the particular instrument.</b>	Student is using the correct technique appropriate to the particular instrument..	Student is occasionally using the correct technique appropriate to the instrument.	Student sometimes Uses the correct technique appropriate to the instrument.	Student rarely uses the correct technique appropriate to the instrument.
<b>Intonation</b>	90-100% of the compositions were played in tune.	75-89% of the compositions were played in tune.	50-74% of the compositions were played in tune.	Less than 50% of the compositions were played in tune.
<b>Posture and Relaxation</b>	Student stands correctly and uses proper playing position with no visible tension in the body.	Student stands somewhat correctly and most of the time demonstrates a proper playing position with limited tension in the body.	Student is sometimes standing correctly but often shows tension or improper playing position during playing.	Student rarely demonstrates proper posture and playing position and tension is highly visible in the body.

<b>Vocal Music Education</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Tone Quality</b>	Tone is consistently focused; pure vowels are well shaped and produced throughout the range of the voice.	Tone is focused, clear and pure vowels are well shaped throughout the normal singing range. Extremes in range sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance.	Tone is often focused, pure vowels are well shaped and produced but sometimes the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone quality detracts from overall performance.	The tone is often not focused; pure vowels are well shaped and produced regardless of the range, significantly detracting from the overall performance.
<b>Pitch/Intonation</b>	Virtually no errors. Pitch/Intonation is very accurate.	An occasional isolated error, but most of the time pitch/intonation is accurate and secure.	Some accurate pitches/intonation, but there are frequent and/or repeated errors.	Very few accurate or secure pitches/intonation.
<b>Rhythm</b>	The beat is secure and the rhythms are accurate for the melodic line being sung.	The beat is secure and the rhythms are mostly accurate. There are a few duration errors, but these do not detract from the overall performance.	The beat is somewhat erratic. Some rhythms are accurate. Frequent or repeated duration errors. Rhythm problems occasionally detract from the overall performance.	The beat is usually erratic and rhythms are seldom accurate detracting significantly from the overall performance.
<b>Phrasing</b>	Phrasing is always consistent and sensitive to the style of music being sung. Never breaks melodic line.	Phrasing is usually consistent and sensitive to the style of music being sung. There are few times where melodic line is broken.	Phrasing is usually consistent and occasionally sensitive to the style of music being sung. Occasionally breaks the melodic line.	Phrasing is rarely consistent and/or rarely sensitive to musical style. Significantly breaks the melodic line.
<b>Expression and Style</b>	Performs with a creative nuance and style in response to the score. Ornaments and embellishments are performed correctly	Typically performs with nuance and style that is indicated in the score. Ornaments and embellishments are performed with few errors.	Sometimes performs with nuance and style that is indicated in the score. Ornaments and embellishments are performed with occasional errors.	Rarely demonstrates expression and style. Just plays the notes. Ornaments and embellishments are rarely performed.
<b>Entrances and articulation: Consonants</b>	Secure Entrances. Markings (staccato, legato, slur, accents, etc.) are executed accurately.	Entrances are usually secure, though there might be an isolated error. Markings are usually executed accurately.	Entrances are rarely secure, but markings are sometimes executed accurately.	Few secure Entrances. Markings are typically not executed accurately.

<b>Breath Support</b>	Student is breathing properly and supporting the tone to the best of his/her ability.	Student is usually breathing properly, but occasionally does not support the tone throughout each phrase.	Student sometimes breathes properly and only occasionally supports the tone throughout each phrase.	Student is rarely breathing correctly and never supports the tone throughout each phrase.
<b>Posture and Poise</b>	Student stands correctly and sings using a proper singing stance with no visible tension in the throat, jaw, or body.	Student stands somewhat correctly and most of the time demonstrates a proper singing stance with limited tension visible in the throat, jaw, or body.	Student is sometimes standing correctly but often shows tension or improper body position during singing.	Student rarely demonstrates proper posture and singing stance and tension is highly visible in the throat, jaw, and/or body.
<b>Diction: Languages (Italian, French, German, English)</b>	Student articulates clearly and the text of the music is understandable in each of the languages.	Student articulates the words somewhat clearly and the text can be understood most of the time. In each of the languages.	Student is sometimes articulating the words but the text is often not discernable. In each of the languages.	Student rarely articulates the words and the text is not discernable. In each of the languages.