

Scoring Guidelines/Rubrics

Vocal Quality Rubric

Skill	1	2	3
Breath Control	Shallow breaths with large shoulder movements. Student is easily running out of air or moving air too quickly.	Student demonstrates basic breath and air control but is often inconsistent. Sometimes has very shallow breaths or very loud breaths; shoulders moving.	Student demonstrates low and deep breaths that supports even and appropriate flow of air.
Posture	Demonstrates some aspects of proper posture but with significant need for refinement.	Demonstrates mostly proper posture but with some inconsistencies.	Demonstrates correct posture with neck and shoulders relaxed, back straight, chest open, and feet shoulder-width apart
Singing Voice	Student is belting unhealthily, consistently “pushing” or has a significantly “airy” tone.	Student has periods of clear, relaxed tone as well as periods of belting/pushing/significantly breathy tone.	Student has a consistently clear, relaxed tone which is well-supported.

Singing Rubric What About Us Rubric

Skill	1	2	3
Correct Notes	Student has incorrectly sung more than half of the pitches	Student has correctly sung most of the pitches	Student has correctly sung all the pitches
Rhythmic Accuracy	Student has incorrectly sung more than half of the rhythms	Student has correctly sung most of the rhythms	Student has correctly sung all the rhythms
Tempo	Student is rushing/lagging behind the given tempo significantly.	Student tempo is fairly consistent but has periods of rushing/slowing down. Full time is not given during the rests.	Student maintains a steady tempo throughout, not rushing through the rests.
Diction	Diction is inconsistent; vowels are frequently closed and consonants are not entirely clear. Lyrics are not understandable.	Diction is moderately consistent. Some lyrics are not clearly articulated.	Sings with crisp, clear consonants and vowels are open and shaped appropriately. Lyrics are clear and easy to understand.
Intonation	Student is consistently out of tune and loses the key of the piece.	Student is sometimes flat/sharp.	Student is singing perfectly in tune

Piano/Keyboard	What About Us Rubric		
Skill	1	2	3
Chord Switches (Double Weight)	Student consistently switches chords late or consistently switches to incorrect chords.	Student switches to an incorrect chord once or twice or switches to the correct chord late once or twice.	Student is switching to the correct chords at the correct times.
Tone Quality (Pressure-sensitive keyboard/piano which plays dynamics)	Student does not have a solid tone as a result of little pressure placed on the keys.	Student has periods of solid tone and periods of weak tone.	Student has solid tone on the instrument that is consistent throughout.
Hand Position	Student has a very tense hand position and incorrect fingerings.	Student is playing with relaxed hand position but incorrect fingerings.	Student plays with relaxed hand position and correct fingerings.
Steady Beat	Students cannot maintain a steady beat, tempo is completely inconsistent.	Student keeps a steady beat most of the time, with minor fluctuations in tempo.	Student consistently maintains a steady beat with no fluctuations in tempo.

Guitar/Ukulele **What About Us RUBRIC**

Skill	1	2	3
Chord Switches (Double weighted)	Student consistently switches chords late or consistently switches to incorrect chords.	Student switches to an incorrect chord once or twice or switches to the correct chord late once or twice.	Student is switching to the correct chords at the correct times.
Tone Quality	Student has brief periods of sounding tone but more often strings are not ringing clearly.	Students has equal occurrences of clear tone and strings not sounding.	Student plays with full sound and nice tone.
Steady Beat	Students cannot maintain a steady beat, tempo is completely inconsistent.	Student keeps a steady beat most of the time, with minor fluctuations in tempo.	Student consistently maintains a steady beat with no fluctuations in tempo.

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Drums **What About Us** Rubric

Skill	1	2	3	4	5
Steady Beat	Students cannot maintain a steady beat, tempo is completely inconsistent.	Student maintains a steady beat some of the time but the tempo is inconsistent.	Student has equal periods of steady beat and tempo fluctuations.	Student keeps a steady beat most of the time, with minor fluctuations in tempo.	Student consistently maintains a steady beat with no fluctuations in tempo.
Drum Tone	Student either consistently hits the rim on the snare drum or consistently has very loud or inaudible hits on the bass, snare, or hi hat.	Student has moderate variances in dynamics; 4-5 rim shots, moderately too loud/soft hits on kick, hi hat, or snare	Student has small variances in dynamics; 3-4 rim shots.	Student mostly has even hits on all parts of the drum with 1-2 occurrences of a rim shot. Dynamics are even throughout	Student consistently has even hits on all parts of the drums.
Drum Fills	Student does not use drum fills.	Student uses drum fills in places that do not make musical sense and/or they have 5 or more errors or re-entry into their drumming pattern.	Student uses drum fills but they are placed in the middle of a vocal line or with 3-4 errors of re-entry into their drumming pattern.	Student uses appropriate drum fills with 1-2 errors of re-entry into their drumming pattern.	Student uses appropriate drum fills throughout which signify 4 or 8 bar phrases.

Scoring Guidelines/Rubrics

Bass **What About Us** Rubric

Skill	1	2	3	4	5
Bass Notes	Student plays 7 or more incorrect notes and/or out of time	Student plays 5-6 incorrect notes and/or out of time	Student plays 3-4 incorrect notes and/or out of time	Student plays 1-2 incorrect notes and/or out of time	Student plays all notes correctly throughout and on-time
Steady Beat	Students cannot maintain a steady beat, tempo is completely inconsistent.	Student maintains a steady beat some of the time but the tempo is inconsistent.	Student has equal periods of steady beat and tempo fluctuations.	Student keeps a steady beat most of the time, with minor fluctuations in tempo.	Student consistently maintains a steady beat with no fluctuations in tempo.
Instrument Tone	Strings are not sounding due to fingers blocking or incorrect hand positions.	Student has brief periods of sounding tone but more often strings are not ringing clearly.	Students has equal occurrences of clear tone and strings not sounding.	Student plays with a full sound most of the time with very few instances of strings not sounding.	Student plays with full sound and nice tone.

	2	4	6	8	10
Technique	Notes are consistently bleeding over other notes.	Notes often are unclear with 5-6 instances of the previous note bleeding over	Notes are moderately clear with 3-4 instances of the previous note bleeding over	Notes are mostly clear with 1-2 instances of the previous note bleeding over	Notes are not bleeding over past their rhythmic value into other notes.

Note about technique: Make sure students are not allowing multiple notes to play simultaneously (allowing notes to bleed over).