

	SUPERIOR 15 - 14 - 13	EXCELLENT 12 - 11 - 10	GOOD 9 - 8 - 7	FAIR 6 - 5 - 4	NEEDS IMPROVEMENT 3 - 2 - 1
Tone Quality	tone quality is full, rich, and characteristic in all registers, while moving in conjunct and disjunctive motion, and with stylistic vibrato	tone quality is characteristic in most registers, motion, but distorts in some passages	tone quality exhibits some flaws in production (i.e. slightly thin/unfocused, forced sound, uncharacteristic vibrato)	tone quality has several flaws in basic production (i.e. consistently thin/unfocused, forced sound, uncharacteristic vibrato)	tone quality is of a quality that hinders the performance
Style/Feel	performance demonstrates stylistically appropriate interpretations of rhythm, time, articulation, and improvisation (scat singing)	performance nearly demonstrates stylistically appropriate interpretations of rhythm, time, articulation, and improvisation (scat singing)	performance attempts to demonstrate stylistically appropriate interpretations of rhythm, time, articulation, and improvisation (scat singing)	inconsistently and/or incorrectly demonstrates stylistically appropriate interpretations of rhythm, time, articulation, and improvisation (scat singing)	attempts at stylistically correct use of rhythm, time, articulation, and improvisation are unsuccessful or nonexistent
Intonation	itches are correct and in tune in all ranges and registers	itches are mostly accurate and in tune; the student adjusts the few problem pitches to an acceptable standard	itches are somewhat accurate but include out-of-tune notes; the student adjusts these pitches with some success	itches only exhibit a basic sense of intonation, yet have basic problems; student makes little attempt to adjust problem pitches	itches are not accurate and intonation hinders the quality of performance
Musicianship	performance demonstrates full control of tempo, dynamics, phrasing, and expression in a dramatic performance consistent with the style of the solo	performance demonstrates some control of tempo, dynamics, phrasing, and expression in a performance often consistent with the style of the solo	demonstrates basic control of tempo, dynamics, phrasing, and expression; basic attempts at dramatic performance and basic knowledge of style are evident	some inconsistency in control of tempo, dynamics, phrasing, and expression is present; performance demonstrates little attempt at dramatic performance, many stylistic inconsistencies are present	lack of control of tempo, dynamics, phrasing, and expression; attempts at dramatic and/or stylistically correct performance are unsuccessful or nonexistent