

| | 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 |