

Masterclass Grading Rubric

Category	1-3	4-6	7-8	9-10
Tone Quality	The tone is often not focused, clear or centered regardless of the range, significantly detracting from the overall performance.	Tone is often focused, clear and centered, 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.	Tone is focused, clear and centered through 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 consistently focused, clear, and centered throughout the range of the voice.
Rhythm	The beat is usually erratic and rhythms are seldom accurate detracting significantly 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 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 secure and the rhythms are accurate for the scales being sung.
Expression and Style	It is clear that the elements of phrasing, dynamic contrast, and line were not addressed in the student's preparation.	The elements of phrasing, dynamic contrast, and line are at a beginning level.	Breaths are occasionally taken in the wrong place. There is an effort made for dynamic contrast. The sense of line is interrupted at times.	All breaths are taken in the correct place. There is an obvious attempt at dynamic contrast. The sense of line is never interrupted.
Diction	Student rarely articulates the words and the text is not understandable. Vowels are consistently spread.	Student is sometimes articulating the words but the text is often not understandable. Vowels are inconsistent which affects intonation.	Student articulates the words somewhat clearly and the text can be understood most of the time. Vowels are spread at times.	Student articulates clearly and the text of the music is understandable. Vowels are tall and equal.
Intonation	Very few accurate or secure pitches.	Some accurate pitches, but there are frequent and/or repeated errors.	An occasional isolated error, but most of the time pitch is accurate and secure.	Virtually no errors. Pitch is very accurate.
Memorization	Student shows a lack of preparation overall.	Some accurate words, but there are frequent and/or repeated errors	An occasional isolated error, but most of the time text is accurate and secure.	Virtually no errors. Text is very accurate.
Breath Support	Student is rarely breathing correctly and never supports the tone till the end of each phrase.	Student sometimes breathes properly and only occasionally supports the tone till the end of each phrase.	Student is usually breathing properly, but occasionally does not support the tone till the end of each phrase.	Student is breathing properly and supporting the tone to the best of his/her ability.
Other Factors	Student rarely demonstrates proper posture and singing stance and tension is highly visible in the throat, jaw, and/or body. Student's overall appearance and acknowledgment lacks all poise.	Student is sometimes standing correctly but often shows tension or improper body position during singing. Student speaks and acknowledges the audience & accompanist with difficulty. Student's dress is sloppy.	Student stands somewhat correctly and most of the time demonstrates a proper singing stance. Student speaks and acknowledges the audience & accompanist with poise. Student's dress does not meet standards.	Student stands correctly and sings using a proper singing stance. Student speaks and acknowledges the audience & accompanist professionally. Student's dress is appropriate.