

Vocal Concert Critique Rubric

Student Name:

Grade:

Concert:

Choir:

Total Score:

Skill Area	Points Possible	Exceeds Expectation (20)	Meets Expectation (16-19)	Below Expectation (1-15)	No Evidence (0)
Completeness- Assignment is complete and student responds to all prompts.	20	Student completes entire form with program attached. Student responses provide insightful remarks.	Student completes entire form <u>with program attached</u> . Student address all topics of each prompt.	Student fails to address all topics in each prompt and/or fails to provide evidence of attending the concert.	Student fails to complete Vocal Concert Critique.
Writing Structure- Student communicates effectively through competent writing.	20	Student responds to each prompt <u>using complete sentences</u> . Student writing structure is sound and does not prohibit understanding of each prompt. Student writing is free of major grammar and/or semantic errors.	Student responds to each prompt <u>using complete sentences</u> . Student writing structure does not prohibit understanding of each prompt. Minor grammar and/or semantic errors occur in student writing.	Student fails to answer prompts <u>using complete sentences</u> . Student writing structure may cause confusion and may contain significant grammar and/or semantic errors.	Student fails to complete assignment. No writing structure was evaluated.
Use of Musical Terminology- Student is able to incorporate music terms in his/her critique.	20	Student effectively incorporates musical terminology in his/her responses often. This may include musical time periods, music stylistic terms (such as <i>legato</i> , <i>marcato</i> , <i>etc.</i>) dynamic markings , or performance terms (such as <i>tutti</i> , <i>solo</i> , <i>rushing</i> , <i>etc.</i>)	Student incorporates musical terminology in his/her responses. This may include musical time periods, music stylistic terms (such as <i>legato</i> , <i>marcato</i> , <i>etc.</i>) dynamic markings , or performance terms (such as <i>tutti</i> , <i>solo</i> , <i>rushing</i> , <i>etc.</i>)	Student fails to incorporate musical terminology in his/her responses, or uses terms incorrectly.	Student fails to complete assignment. Use of musical terminology was not evaluated.
Content- Student is able to support all responses, comments and opinions with critical thinking skills and examples.	20	Student is able to effectively support all responses mentioned in each prompt. (For instance, student is able to explain <i>WHY</i> the performance was "cool.") Student responses reflect critical thinking regarding the performance, evaluating what he/she experienced. In addition, the student makes comparisons to similar experiences to support his/her responses.	Student is able to support all responses mentioned in each prompt. (For instance, student is able to explain <i>WHY</i> the performance was "cool.") Student responses reflect critical thinking regarding the performance, evaluating what he/she experienced.	Student fails to support his/her statements to each prompt. Responses show no critical thinking skills or feedback about what the student experienced.	Student fails to complete assignment. Content was not evaluated.
Presentation- Student presents his/her concert critique in a professional format.	20	Student responses appear in a professional format. Assignment is typed and is organized; allowing all responses to be easily accessible to the reader.	Student responses appear to be professional and legible (if handwritten). Student presents responses in an organized manner.	Student responses are difficult to decipher. Assignment does not look professional and/or in "final draft" form.	Student fails to present assignment.

Additional Notes