

	<u>2 Pts.</u>	<u>4 Pts.</u>	<u>6 Pts.</u>	<u>8 Pts.</u>	<u>10 Pts.</u>
<b><u>Tone Quality</u></b>	Tone is unpleasantly breathy, nasal, or inaudible, or extreme and unpleasant vibrato is noted. Intonation problems are pervasive.	Tone is largely unclear and not well-supported. Resonance is almost absent and placement is incorrect. Intonation problems are pervasive.	Tone is somewhat clear and well-supported. Placement is good although not ideal. An attempt at proper resonance is noted. Some problems with intonation.	Tone is largely clear and well-supported, although some minor flaws are noted. Placement is correct for the style, resonance and good intonation are noted.	Tone is clear, and well-supported. Placement of the tone in the mask is correct for the style and open resonance is evident. Intonation is correct.
<b><u>Diction</u></b>	Diction is very unclear. It is difficult to understand words and little or no effort is made to sing pure vowels or crisp consonants. Non-English text is incorrect.	Diction is not very clear. Few consonants are crisp. Vowels are rarely pure. Student appears to "sing like they talk." Non-English text is largely incorrect.	Diction is mostly clear. Some consonants are crisp. An attempt to sing pure vowels is noted. Non-English text may contain some errors.	Diction is mostly crisp and clear. Most consonants are correctly pronounced. Vowels are open and pure. Non-English text is pronounced correctly.	Diction is crisp and clear. All initial, medial, and final consonants are correctly pronounced. Vowels are open and pure. Non-English text is pronounced correctly.
<b><u>Interpretation</u></b>	Stylistic markings are not observed. Performance is grossly inappropriate for the style of the piece. No stylistic understanding or consideration is evident.	Few stylistic markings are observed. Tempo, tone, and vibrato are largely inappropriate. No effort to understand the style of the piece is evident.	Some stylistic markings are observed. Tempo, tone, and vibrato are somewhat appropriate, although errors are noted. Little stylistic understanding is evident.	Most stylistic markings are observed. Tempo, tone, and vibrato are appropriate. Some understanding of the style of the piece is evident.	All stylistic markings are observed. Tempo, tone, and use of vibrato are appropriate for the style. A clear understanding of the style of the piece is evident.
<b><u>Technique</u></b>	Tone is unsupported and no attempt is made to breathe or phonate correctly. Phrasing is incorrect and no attempt at breath control is evident.	Tone is largely unsupported and correct breathing and muscle action are mostly missing. Phrasing and breath control are mostly absent from performance.	Tone is somewhat supported and correct breathing and muscle action are attempted. Flaws are noted in phrasing and breath control.	Tone is mostly supported and correct breathing and muscle action are evident. Correct phrasing and breath control are attempted throughout.	Tone is supported and correct breathing and muscle action are evident. Phrasing and breath control are excellent throughout.
<b><u>Knowledge of Audition Piece</u></b>	No knowledge of the piece is demonstrated. Performance is unsuccessful or incomplete. Major errors are pervasive.	Little knowledge of the piece is demonstrated. Numerous major and minor mistakes in pitch or rhythm are noted throughout.	Some knowledge of the piece is demonstrated. Numerous minor mistakes are noted, and/or one or two major mistakes in pitch or rhythm are noted.	A clear knowledge of the piece is demonstrated. Two to three minor mistakes in pitch or rhythm are noted.	A clear knowledge of the piece is demonstrated. No more than one minor mistake in pitch or rhythm is noted.
<b><u>Sight-Reading</u></b>	Performance is not confident and poorly executed. Multiple major mistakes are noted, or performance is incomplete.	Performance is not confident and is poorly executed. One or two major mistakes and/or stopping and starting are noted, but the performance is complete.	Performance is somewhat confident and moderately executed. More than three minor mistakes in pitch or rhythm are noted, or student stops and starts over no more than once.	Performance is mostly confident and well-executed. Two to three minor mistakes in pitch or rhythm are noted.	Performance is confident and well-executed. No more than one minor mistake in pitch or rhythm is noted.