

# Choral - Large Group Evaluation Rubric

Name \_\_\_\_\_ Observation: Live / Recorded  
 Class \_\_\_\_\_ Selection: \_\_\_\_\_  
 Date \_\_\_\_\_ **FINAL RATING** \_\_\_\_\_

RATING KEY:	4	3	2	1	0 = NO COMMENTS	Student	Teacher
<p>Ability to offer specific references to musical elements while making critical comments about the performance</p>	<p><b>4</b> Makes many specific and appropriate references to musical elements in the performance (e.g., "The tenors came in too loudly on M.8 and never achieved a <i>piano</i> until the end"; "I forgot to show the release in M.7, but you counted and came in correctly in M.9")</p>	<p><b>3</b> Refers to musical elements with increased specificity, coherence, and relevance to musical dimensions (e.g., "The basses sang the eighth notes like quarter notes." [rhythm]; "The accents in the sopranos need more punch." [dynamics])</p>	<p><b>2</b> Refers to isolated musical elements and/or makes overly broad, sometimes inappropriate or irrelevant references to the performance (e.g., "out of tune"; "sloppy"; "altos too soft")</p>	<p><b>1</b> Does not refer to musical elements in performance (e.g., "great"; "bad"; "much better"; "keep together")</p>			
<p>Ability to suggest practice strategies for improving the performance</p>	<p><b>4</b> Suggests highly articulated practice strategies and revisions clearly linked with specific critical comments (e.g., "The tenors should sing staccato like the altos do at rehearsal letter A"; "The sopranos should practice the "hard" section three times slowly, then at the tempo marked for more precision.")</p>	<p><b>3</b> Suggest more specific and constructive revisions or practice plans sometimes linked to critical comments (e.g., "The basses should use a brighter tone"; "The tenors should tap the beat for better rhythm"; "The altos should adjust their posture.")</p>	<p><b>2</b> Offers overly broad, superficial or unconstructive suggestions ( e.g., "Play more in tune"; "Find the bad spots and practice them"; "Don't play sloppy.")</p>	<p><b>1</b> Does not refer to specific musical elements while suggesting how to improve the performance ( e.g., "Practice"; "Take your music home"; "Listen to your conductor.")</p>			