

AHS Choir Grading/Assessment Rubric

Note: A proficient score is a three. A score of four demonstrates going above/beyond classroom expectations.

Topic	4	3	2	1	0
Daily Participation (Averaged over the term)		The student's participation meets classroom expectations, and the teacher does not need to correct individual student participation on a given day.	With some noteworthy exceptions, the student's participation meets classroom expectations, and the teacher does not need to correct individual student participation more than once on any given day.	With continued reminders, the student's participation meets classroom expectations, and the teacher does not need to correct individual student participation more than two times on any given day.	Even with continued reminders, the student's participation fails to meet classroom expectations, and the teacher has to correct individual student participation more than two times on any given day.
Daily Behavior (Averaged over the term)		The student's behavior follows all classroom rules and procedures, and the teacher does not need to correct the student's individual behavior on any given day.	With some noteworthy exceptions, the student's behavior follows classroom rules and procedures, and the teacher has to correct the student's individual behavior once on any given day.	With continued reminders, the student's behavior follows classroom rules and procedures, and the teacher has to correct student's individual behavior two times on any given day.	Even with continued reminders, the student's behavior does not follow classroom rules and procedures, and the teacher has to correct the student's individual behavior more than two times on any given day.
Performance and Special Rehearsal Participation (Averaged over the term, if there are multiple performances and special rehearsals)	The student attends all scheduled performances and special rehearsals and attends (or performs in) other performances outside of the AHS Choir Program (A printed program provides proof). A student cannot miss any performance or special rehearsal during the term for any reason and score higher than a three.	The student attends a scheduled performance or special rehearsal or misses a scheduled performance or special rehearsal for an authorized or excused reason, makes up the performance, demonstrating no major errors in the performance.	The student misses a scheduled performance or special rehearsal for an authorized or excused reason, makes up the performance, but makes major errors in the performance.	The student misses a scheduled performance or special rehearsal for an authorized or excused absence, makes up the performance, but shows lack of ability to perform the music... however with help, demonstrates partial ability to perform the music.	The student does not participate in a performance or special rehearsal due to an unexcused absence.
Repertoire Testing (Averaged over the term if there are multiple tests)	In addition to exhibiting level three performance, the student's performance demonstrates in-depth inferences and applications that go beyond what was taught in class.	The student's performance demonstrates no major errors or omissions.	The student's performance demonstrates major errors or omissions.	The student's performance indicates a distinct lack of understanding of the music. However, with help, the student demonstrates partial ability to perform the music.	The student provides little or no response. Even with help, the student does not exhibit a partial ability to perform the music.

<p>Sight-Singing (Averaged over the term if there are multiple tests)</p>	<p>In addition to exhibiting level three performance, the student is able to successfully sight-read at a higher level than the tested material (additional testing at student's request).</p>	<p>The student's sight-reading demonstrates no major errors or omissions.</p>	<p>The student's sight-singing demonstrates major errors or omissions, but the student does not require help to complete the task.</p>	<p>The student's sight-singing shows a distinct lack of understanding of the skill, however with help, the student can sight-read some of the time.</p>	<p>The student provides little or no response. Even with help, the student cannot sight-read.</p>
<p>Written Work and Other Assessments and Tasks (Averaged over the term)</p>	<p>In addition to exhibiting level three performance, the student's responses demonstrate in-depth inferences and applications that go beyond what was taught in class. In regards to tasks, completes task and assists others in the process.</p>	<p>The student's responses demonstrate no major errors or omissions regarding any of the information and/or process. In regards to tasks, completes task by due date or after due date with appropriate excuse (absence, family vacation, etc.)</p>	<p>The student's responses indicate major errors or omissions regarding the more complex ideas and processes; however they do not indicate major errors or omissions relative to the simple details and process. In regards to tasks, completes task after due date (unexcused reason)</p>	<p>The student provides responses that indicate a distinct lack of understanding of the knowledge. However, with help, the student demonstrates partial understanding of some of the knowledge. In regards to tasks, completes task only with special interventions.</p>	<p>The student provides little or no response. Even with help the student does not exhibit a partial understanding of the knowledge. In regards to task, does not complete task.</p>

More Specifics About Each Topic

All topics will be assessed through the use of a rubric. Each rubric is based on a system where a score of three is considered 'proficient'. Topics that are assessed daily or are assessed multiple times per term will be averaged for the term. Grades (mid-terms and final grades) are determined by looking at the averaged rubric score of each topic, rather than the averaged scores of all topics. Some topics are not reported until the end of the term. There are currently six topics.

Daily Behavior (reported daily)

This topic refers to the extent to which students adhere to rules for conduct and behavior on a daily basis. In reality, appropriate behavior is based upon common respect and courtesy. Students will receive an "exempt" grade for the day if they are absent from choir on any given day for a legitimate reason (illness, school activity). Examples of proper behavior include:

- Be on time and in class daily. "On time" means in the room by the time that the bell rings (or the agreed upon time), and sitting quietly in your seat when the teacher indicates that class is ready to start. You are "late" if you do not meet these stipulations. Sit in the appropriate section and/or assigned seat
- Talking must be limited during rehearsal.
- Respect school property (folder, music, robe, etc.).
- Focus on the music, not material from another class, only using technology for class-related purposes.
- No food or gum in the classroom.
- No disruptive/disrespectful behavior.
- Have a positive attitude.
- Follow rehearsal rules.
- Take directions and constructive criticism well.
- Only beverages that are in sealable, non-breakable bottles are allowed in the choir room. Water is best!
- Ask for permission to play the piano, and do not touch any of the technology in the choir room without permission.

- Use bathroom passes for appropriate reasons and not on a regular basis!

Daily Participation (reported daily)

This topic refers to the extent to which students make a daily effort to be engaged in class and respond to the tasks presented to them. Concentration, preparedness, punctuality, posture, effort, and energy will serve as evidence of a student's individual contribution to the choir. Students will receive an "exempt" grade for the day if they are absent from choir on any given day for a legitimate reason (illness, school activity). Examples of proper participation include:

- Displaying proper vocal skills.
- Singing with an open mouth and relaxed jaw.
- Low, correct breathing
- Good sitting and standing postures
- Learn the repertoire and be a positive and contributing member of the choir, seeking extra help when needed.
- Eagerness to learn.
- Use appropriate posture for good vocal production, both standing and seated.
- Have a pencil to mark music.
- Having all required materials for rehearsal.
- Participating in all parts of the rehearsal.
- Following along and marking in music while sick (if unable to sing).

Performance and Special Rehearsal Participation (averaged over term if there are multiple events)

In this topic, students demonstrate proficiency in choral music by actively participating in performances and special rehearsals, having the required performance attire, and assisting with set-up/clean-up as needed. Choir students are provided with a calendar of events for the year. All members are expected to be at these performances/rehearsals. Each performance/rehearsal will be assessed independently throughout the term. Make-up work is allowed under specific circumstances; there are three types of absences:

- **Authorized Absence With Prior Notification**
Authorized absences are school, church, or other related conflicts or unavoidable family vacations or events. The director must receive a note from a parent/guardian or notification from school activity at least three weeks before concert/performance. To make up the performance/rehearsal, the student may be asked to sing the concert music for the director outside of class, or write a paper on a topic of the director's choice. Missing a concert or practice for a school event where the student is not playing/participating will not be considered an excused absence.
- **Excused Absence After Event With Notification**
Excused absences are due to student illness or family emergencies. If you are gravely ill and are unable to attend a performance or special rehearsal, please contact the director THREE HOURS before the concert (this allows us to make exceptions for spacing on the risers, etc.). You may e-mail or leave a voice mail message. The director may ask for a written note from a parent/guardian/doctor to be brought in after the missed performance or special rehearsal. To make up the performance/rehearsal, the student may be asked to sing the concert music for the director outside of class or to write a paper on a topic of the director's choice.
- **Unexcused Absence**
Unexcused absences are situations where students skip a concert, leave the concert early, or have a work conflict. There will be loss of credit for the performance or special rehearsal without a chance to make up the performance or special rehearsal. Work is not a valid excuse to miss a concert or special rehearsal. If a student shows up to performance without appropriate apparel, such a situation will be considered an unexcused absence and the student will not be allowed to perform with the choir.

Repertoire Testing (there may be multiple tests in a term; if so, scores will be averaged for the term)

In this topic, mastery of repertoire will be assessed. The student will be asked to sing (with at least one other singer) a portion of the choral repertoire that has been rehearsed during that term. The student will be assessed on how well he/she knows his/her part. Students must demonstrate their ability to sing rhythmically, melodically, and expressively. At no time is a student graded purely on talent.

Sight Singing (there may be multiple tests in a term; if so, scores will be averaged for the term)

Students will be asked to sing a sight-singing assessment each term. Sight-singing allows the choir to learn more difficult music, as well as to learn music faster. Music literacy is one of the focal points of the National Standards of Music as well as the State Graduation Standards.

Written Work and Other Assignments and Tasks

There will be brief written assignments, quizzes, or other assigned tasks in choir. This topic will include post-concert assessments and student self-assessments.

Sources:

Robert J. Marzano, Classroom Assessment & Grading That Work

Robert J. Marzano, Transforming Classroom Grading

Lin Warren, Hastings High School Choir Handbook

Christopher Jacobsen, Cretin-Derham Hall Choir Syllabus

Daryl L. Timmer, Woodbury High School Choir Handbook

Christopher J. Russell, Park High School Choir Syllabus

Erik Espe, Moundsview High School