

University of Rhode Island Voice Rubric

Students are evaluated in various categories based on their major. The panel assigns one of four assessments (see below). The panel may also provide details in the comments section for each category.

Excels: The student performs the skill consistently. The student is confident and relaxed with the skill.
Shows Proficiency: The student performs the skill most of the time, but still has lapses in consistency. The student is not entirely confident in the skill.
Needs Improvement: The student is grasping the concept, but has difficulty applying the skill. The student is not confident in the skill.
Lacks Proficiency: The student needs significant improvement in this skill. Additional attention and preparation is suggested.

Students Name: _____ Major: _____ Semester: ☐ Fall ☐ Spring Year: _____

Jury Type: ☐ Standard ☐ Advancement ☐ Recital Other Info: ☐ Add a Degree Addition ☐ Change a degree Detail: _____

Approved ☐ Yes ☐ No ☐ n/a Adjudicator Signature: _____ Date: _____

Major	Category	Goal	Evaluation	Comments
All Voice Majors and Minors	Tone Quality	Superior tone quality most of the time. Tone uniform, resonant, and consistent with appropriate use of vibrato. Lapses are infrequent and small.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Expression, Style & Phrasing	Performances are stylistically accurate. Considerable attention paid to phrase shaping.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Intonation	Performances are in tune in all ranges and dynamics. Some small lapses may be present.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Accuracy of Preparation	Rhythms and pitches are accurate throughout.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Articulation	Lyrics are clear/easily understood. Vowels are shaped appropriately for optimal resonance. Consonants have sufficient energy and clarity.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Breathing and Posture	Performer exhibits consistent breath control and optimal singing posture and alignment.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	

All Voice Majors and Minors	Character Interpretation / Storytelling	The lyrics/story are emphatic supporting a clear character/perspective.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Stage Presence	Performance is confident and poised. Performer's presence exhibits an understanding of professionalism.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Dynamics	Performance exhibits a wide range of appropriate dynamics.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Foreign Language Diction	Performer demonstrates a strong understanding of the various vowel shapes and consonant sounds of the language and shows a clear effort to sing with correct pronunciation.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
Amplified Voice Only	Microphone Technique	Performers handle the mic appropriately and make adjustments for their voice, the space, and the provided equipment.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
Jazz Only	Song Form / Harmony <i>*May include: improvised sections, melodic/rhythmic interpretations and/or root movement exercises</i>	The performers' musical choices work within the song form/chord progression and support the style of the repertoire or arrangement.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
Jazz Only	Time Feel	Swing feel is consistent, relaxed, and strong.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
	Transcription	Performed accurately and confidently with attention to the original artist's melodic & rhythmic language, inflection, articulation, time feel, tone and dynamics.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	

Advancement Jury Rubric | Syllabus MUS 210A (fourth semester)

Notes:

- In addition to the voice faculty, there will be one other music faculty member included as a juror.
- As a music therapy or music education major, a score of three or more “lacks proficiency” will block advancement.
- As a vocal performance major, a score of three or more “needs improvement” will block advancement.
- If you do not pass your advancement jury, students may schedule a second jury attempt before classes resume the following semester or at a later date, chosen in coordination with me.
- If you do not pass your second advancement jury attempt you will no longer be eligible to continue pursuing a Bachelor of Music degree.

Category	Evaluation	Comments
Repertoire: The student will perform all four of their songs/arias that are assigned in the fourth semester. All repertoire is to be memorized unless oratorio or chamber music.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
Language & Diction: The student will sing in three languages (including English). The student's diction is expected to be proficient in each language.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
Sight Reading: A music excerpt will be provided by the jury panel. The selection is to be sung with the performer's choice of syllable or use of solfege.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	
Vocal Exercise: The student will demonstrate a vocal exercise that they have found the most beneficial from their applied lessons, and explain to the jury panel <i>how</i> the exercise benefits their vocal progress.	<input type="checkbox"/> Excels <input type="checkbox"/> Shows Proficiency <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Lacks Proficiency	

Advancement: ☐ Yes ☐ No

Date: _____

Instructor Name

Signature