Student Name: First Last

Course Number: MVC-109

Instructor: First/Title Last

Demonstration Date: Select

Proficiencies – Class Voice (Performance: Mid-Term & Final Exam)

| Mastery⮊  ⮋Competency | %  Weight | Fails to Meet  Standard | Partially Meets  Standard | Meets  Standard |
| --- | --- | --- | --- | --- |
| % Scaling |  | 59 | 82 | 96 |
| Breath | 20 | Excessive difficulties managing breath is demonstrated by inability to complete phrases with musicality. Clavicle breathing is exhibited. Breath is noticeably noisy. | Some instances of an interrupted legato line exhibited due to intermittent lapses in breath management. Skills are developing but not yet consistent. | Mostly effortless management of breath is demonstrated. A diaphragmatic breath support carries the tone throughout. |
| Tone | 20 | Major lapses in tone production exhibited by lack of balanced resonance, inconsistent vowel formation, and/or pressed phonation. | Some lapses in proper registration and tonal color exhibited shows that control of tone is developing but not yet consistent. | Mostly effortless tone production throughout all registers of voice. Tone is freely- produced, balanced, and expressive. |
| Musicianship | 20 | Majority of pitches and/or rhythms improperly learned. Poor diction is demonstrated by many incorrect vowel/consonant sounds. Text is largely unintelligible. | Only minor pitch and/or rhythm errors. Pronunciation skills are emerging, but not yet consistent. Intonation is generally accurate. | Mostly effortless intonation and rhythmic accuracy. Pronunciation is fluid and linguistic skills are approaching native ability. |
| Performance Preparation | 10 | Excessive inconsistencies in learned material disrupt overall performance (includes memorization, as required). | Inconsistencies in learned material are well-covered and general poise is maintained (includes memorization, as required). | Solid performance preparation of learned material allows for a confident and expressive delivery (includes memorization, as required). |
| Emotional Involvement | 10 | Little evidence of understanding or emotional connection to text demonstrated. | Emotional connection to text is exhibited with only a few situational lapses. | Performs with genuine facial expressions and body language that demonstrates a clear understanding and emotional connection to text. |
| *Responsiveness to Instructor* | 20 | Contradicts instructor directives. | Average standard performance demonstrates inconsistent application of instructor directives with evidence of effort. | Performance demonstrates application of instructor directives with clear evidence of effort and promise of success. |
| *Comments:*  Enter HERE. | | | | |