

Aural Training Rubric for Assessment **Used to evaluate the [Aural Training Sheet](#)**

Students should earn at least a 4 in this category before successfully being able to use this skill toward successful sight-singing.

The goal of the [Aural Training Sheet](#): to sing an entire line of randomized diatonic pitches to a steady pulse

*This rubric can be used independently or in conjunction with the [Sight-Singing Developmental Rubric](#); within that rubric, this is the **FOURTH** prerequisite skill.*

List of prerequisites for Sight-Singing (as part of the *Sight-Singing Developmental Rubric*)

1. Matching pitch
2. Singing scale in tune
3. Singing simple alternative solfege pattern of "Do, Mi, Sol" followed by "Do, Re, Mi"
- 4. Aural training Sheet**
5. Note-Reading/Labelling
6. Rhythm Labelling

This rubric positively states what a singer is able to do. A singer remains on a level until they have successfully completed that level, although it is possible to score a student between levels as improvement is recognized. For example, a singer could be between levels if they've developed some of the skills of that level. Feel free to recognize a mid-level as 1.5 or 2.5.

Instructions for administering the assessment/working on this skill:

Begin by having students sing a major scale both ascending and descending. Next, ask students to sing one of the 15 lines of the aural training sheet. Should they sing all pitches correctly, have them complete a different exercise to a set tempo.

Aural-Training Rubric

Name of singer _____

Date _____

Level 1

Yes Almost No

<p>Student frequently loses “do” and does not consistently find most pitches in the exercise. When the singer sings an incorrect pitch, the pitch is frequently not part of the diatonic scale, falling somewhere in between pitches. When “do” is consistently being played on the piano, the student still cannot sing an ascending scale up to the correct pitch. In this case, it is highly recommended that the student focuses on the “scale rubric”.</p>			
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Level 2

Yes Almost No

<p>Student needs to frequently hear "do" in order to find the correct pitches. Each pitch is found by singing the scale aloud from "do" up to the correct pitch. When “do” is played, the student can usually sing an ascending scale aloud from “do” up to the correct pitch. When they get lost, they will frequently need “do” to be played again on the piano before correctly ascending aloud by scale up to the next pitch. Some pitches may be found without the need to sing a scale, but as soon as the student sings an incorrect pitch, they have no means to self-correct without going back to “do”. It is perfectly acceptable at this level to have students “show all their work” by singing the scale from “do” up to each pitch in the exercise, as it helps them to engrain “do” and develop the internal spatial relationships between pitches.</p>			
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Level 3

Yes Almost No

<p>Student has locked "do" in their head but needs to sing a scale from "do" up to the correct pitch each time they cannot find the pitch. They usually cannot recognize when they are singing the wrong pitch/syllable. As the student improves, they should begin attempting to sing the scale in their head up to the correct pitch. Each time they are incorrect, they should return to "do" and sing the scale aloud up to the correct pitch. They should rarely, if ever, need "do" to be replayed.</p>			
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Level 4

Yes Almost No

<p>Student has "do" locked in their head and sings most pitches in the exercise correctly. When they cannot find the correct pitch, they are usually only one step off and frequently recognize their own error. In these instances, they can return to "do" in their head and sing a scale internally until they reach the correct pitch. When they begin to sing to a steady tempo, they may get through the exercise, but several pitches will be incorrect; that same exercise, when taken out of time, would have been sung without pitch errors, but even a slow tempo causes them some performance errors.</p>			
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Level 5

Yes Almost No

<p>Student can sing every pitch correctly to a steady tempo. Sometimes a student will initially sing an incorrect pitch, but their ear will instantly recognize the wrong pitch (which will only be one step off) and immediately slide up or down to the correct pitch. This pitch correction will happen within the allotted all within the allotted amount of time.</p>			
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The Aural Training Rubric is part of Choral Clarity's [Sight-Singing Developmental Rubric](#), which helps to evaluate 6 developmental skills