



DAILY GRADE: PROFESSIONALISM RUBRIC 50%

(Daily Grade consists of ½ professionalism and ½ technique)

ELEMENTS	DISTINGUISHED 90-100	PROFICIENT 80-89	APPRENTICE 70-79	NOVICE 60-69	NONCOMPLIANT 0-59
CONCENTRATION/ ATTITUDE (25 Points)	<ul style="list-style-type: none"> • Exemplary, consistent concentration • Above average participation • Attitude & body language is positive • Self-motivates • Self-corrects • Gives 110% effort • Always respectful • On time & on dance floor preparing for class 	<ul style="list-style-type: none"> • Average concentration • Average participation • Attitude & body language is average • Fairly motivated • Applies corrections • Gives 90% effort • Suitably respectful • On time to class, yet not on dance floor 	<ul style="list-style-type: none"> • Concentration is fair • Participation is fair • Attitude & body language needs improvement • Teacher must motivate • Applies corrections sporadically • Gives 80% effort • Somewhat respectful • Barely on time for class 	<ul style="list-style-type: none"> • Concentration is inconsistent • Participation is inconsistent • Attitude & body language is negative • Difficult to motivate • Does not apply corrections • Gives 70% effort • Disrespectful • Late for class 	<ul style="list-style-type: none"> • Concentration is non-existent • No participation at all • Attitude & body language is unacceptable • No motivation at all • Does not acknowledge corrections • Gives 60% or less effort • Blatantly rude • Late for class
TEAMWORK (15 Points)	<ul style="list-style-type: none"> • Works extremely well with others • Aggressive participation • Always positive & productive 	<ul style="list-style-type: none"> • Somewhat works well with others • Average participation • Mostly positive & productive 	<ul style="list-style-type: none"> • Team work is inconsistent • Moderate participation • Somewhat positive & productive 	<ul style="list-style-type: none"> • Team work needs improvement • Participation is scarce • Simply present in class 	<ul style="list-style-type: none"> • Not a positive part of the team • No participation • Not positive & productive
APPEARANCE (10 Points)	<ul style="list-style-type: none"> • Proper attire worn correctly as per discipline • Hair is neatly & securely pulled back as per discipline • Proper shoes are worn • Absolutely no loose jewelry on 	<ul style="list-style-type: none"> • Most of proper attire worn as per discipline • Hair is somewhat neatly & securely pulled back as per discipline • Proper shoes are worn • Wearing almost no loose jewelry 	<ul style="list-style-type: none"> • Missing some of required attire as per discipline • Hair is loose & not functional as per discipline • Missing proper shoes • Wearing some loose jewelry 	<ul style="list-style-type: none"> • Wearing school clothing as dancewear • Hair is very sloppy • Missing proper shoes • Wearing loose jewelry 	<ul style="list-style-type: none"> • Unprepared for class with attire • Hair is down • Missing proper shoes • Wearing loose jewelry



DAILY GRADE: TECHNIQUE RUBRIC 50%

(Daily Grade consists of ½ professionalism and ½ technique)

ELEMENT	DISTINGUISHED 90-100	PROFICIENT 80-89	APPRENTICE 70-79	NOVICE 60-69	NONCOMPLIANT 0-59
PHRASE WORK/ DETAILS/ USE OF WEIGHT (10 Points)	<ul style="list-style-type: none"> • Retains phrases with maximum detail and clarity • Always performs with dynamics/qualities/nuance • Spatial awareness & correct directions • Strong vocabulary • Correct use of weight as per phrase 	<ul style="list-style-type: none"> • Retains full structure of phrases • Somewhat performs with dynamics/qualities/nuance • Spatial awareness/ & directions relatively correct • Good vocabulary • Developing an understanding of weight as per phrase 	<ul style="list-style-type: none"> • Retains basic structure of phrasing • Sporadically demonstrates dynamics/qualities/nuance • Confusion with spatial awareness/ & directions • Vocabulary needs improvement • Use of weight as per phrase needs attention 	<ul style="list-style-type: none"> • Sparsely retains phrasing • Scarce performance of dynamics/qualities/nuance • Difficulty with spatial awareness/ & directions • Struggling with vocabulary • Low understanding of use of weight as per phrase 	<ul style="list-style-type: none"> • No concern with phrasing • No concern with dynamics/qualities/nuance • No concern with spatial awareness/ directions • Does not know vocabulary • No understanding of use of weight as per phrase
MUSICALITY/ CONNECTIVITY (10 Points)	<ul style="list-style-type: none"> • Phrasing is deeply informed by organized external and imagined sound 	<ul style="list-style-type: none"> • Phrasing is inconsistently informed by organized external and imagined sound 	<ul style="list-style-type: none"> • Phrasing does not demonstrate that it is organized by external and imagined sound. Phrasing needs maturation. 	<ul style="list-style-type: none"> • Phrasing is unclear 	<ul style="list-style-type: none"> • No sense of phrasing
WHOLE BODY INTEGRATION (LINES/FORM) (10 Points)	<ul style="list-style-type: none"> • Shape is completed with clarity. It is full and alive • Core support is maintained • Transitions are clear and seamless 	<ul style="list-style-type: none"> • Shape is completed with clarity, but the shape is stagnant • Core support is developing and used consistently • Transitions need clarification, they are also noticeable 	<ul style="list-style-type: none"> • Shape is unclear and has a stagnant energy • Core support is inconsistent • Transitions are incomplete and noticeable 	<ul style="list-style-type: none"> • Shape is unclear • Core support lacking • Transitions are sloppy 	<ul style="list-style-type: none"> • No concern with shape • No concern with core support • No concern with transitions

<p>FOCUS/ PROJECTION (5 Points)</p>	<ul style="list-style-type: none"> • Focus successfully integrated with movement • Focus consistently follows line • Eyes are consistently alive • Energy is animated • Artistic interpretation is consistently explored 	<ul style="list-style-type: none"> • Focus is partially integrated • Focus mostly follows line • Eyes are alive most of the time • Positive effort with energy • Positive attempts in exploring artistic interpretation 	<ul style="list-style-type: none"> • Focus integration is inconsistent • Focus is inconsistent with line • Use of eyes needs more attention • Energy is low • Inconsistent with artistic interpretation 	<ul style="list-style-type: none"> • Focus is mostly absent from movement • Focus is down • Eyes do not make contact • Energy needs to be defined • Artistic interpretation is rarely attempted 	<ul style="list-style-type: none"> • Focus is not integrated with movement • Focus is inward/absent • Eyes are withdrawn • Energy not present • Artistic interpretation not present
<p>ROTATION IN PLACE AND IN MOTION (5 Points)</p>	<ul style="list-style-type: none"> • Awareness (and application) of correct personal anatomic alignment in relation to parallel, inward and outward rotation (at hip, knee, ankles/spine, ribs, shoulders, head and neck) 	<ul style="list-style-type: none"> • Partial awareness and application of personal anatomic alignment in relation to parallel, inward and outward rotation (at hip, knee, ankles/spine, ribs, shoulders, head and neck) 	<ul style="list-style-type: none"> • Inconsistent personal anatomic alignment in relation to parallel, inward and outward rotation (at hip, knee, ankles/spine, ribs, shoulders, head and neck) 	<ul style="list-style-type: none"> • Sparse awareness and application of correct personal anatomic alignment in relation to parallel, inward and outward rotation (at hip, knee, ankles/spine, ribs, shoulders, head and neck) 	<ul style="list-style-type: none"> • No awareness of correct personal anatomic alignment in relation to parallel, inward and outward rotation (at hip, knee, ankles/spine, ribs, shoulders, head and neck)
<p>VERSATILITY AND GROWTH (10 points)</p>	<ul style="list-style-type: none"> • Shows improvement in points covered (technique, choreography and imagery) • Immediate application of corrections • Adaptability to style, form and musicality 	<ul style="list-style-type: none"> • Shows some improvement in points covered (technique, choreography and imagery) • Application of corrections • Adaptability to style, form and musicality 	<ul style="list-style-type: none"> • Shows little improvement in points covered (technique, choreography and imagery) • Inconsistent application of corrections • Incomplete ability to adapt to style, form and musicality 	<ul style="list-style-type: none"> • Shows little or no improvement in points covered (technique, choreography and imagery) • Does not apply corrections • Unable to adapt to style, form and musicality 	<ul style="list-style-type: none"> • Shows no improvement in points covered (technique, choreography and imagery) • Lacks ability to apply corrections • Not adaptable to style, form or musicality



GRADING BASIS FOR WRITTEN REPORTS/WRITING ASSIGNMENTS

(All written assignments are averaged into the academic grade.)

ELEMENTS	90-100	80-89	70-79	60-69	0-59
CONTENT & ORGANIZATION (25 points)	<ul style="list-style-type: none"> Strong opening and closing INTRO: included position (thesis) + overview of topic BODY: 3 paragraphs w/either a different example in each paragraph + elaboration CONCLUSION: summarizes – wraps up and circles back to the thesis statement Justification and explanation accomplished 	<ul style="list-style-type: none"> INTRO :Decent opening and closing Included brief overview of topic. BODY: Paragraphs clearly demonstrate how it provides support for position. Developed Logical progression of ideas. CONCLUSION: brief summary – somewhat wraps up and circles back to the thesis statement in introductory paragraph (but not the same as introduction) 	<ul style="list-style-type: none"> INTRO Weak opening and/or closing BODY: Some lapses or flaws in organization Lacks some transitions between ideas CONCLUSION Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> INTRO: Weak opening and/or closing BODY: Minimal response to topic; uncertain focus. No planning evident; disorganized CONCLUSION: Details random, inappropriate, or barely apparent. 	<ul style="list-style-type: none"> INTRO: No opening and/or closing BODY: No response to topic No planning evident CONCLUSION: No details used
GRAMMAR (25 points)	<ul style="list-style-type: none"> No errors 	<ul style="list-style-type: none"> 1-3 errors 	<ul style="list-style-type: none"> 4–6 Errors 	<ul style="list-style-type: none"> 7-9 errors 	<ul style="list-style-type: none"> 10 or more errors
ESSAY/SENTENCE CONSTRUCTION (25 points)	<ul style="list-style-type: none"> TRANSITIONS: Connect ideas both between paragraphs and within sentences – for logical connections and progressions of ideas. 	<ul style="list-style-type: none"> TRANSITIONS: Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> TRANSITIONS: Little variety in syntax Numerous errors 	<ul style="list-style-type: none"> TRANSITIONS: Excessive monotony/same structure Vast amount of errors 	<ul style="list-style-type: none"> TRANSITION: No apparent control Unacceptable amount of errors
PRESENTATION (25 points)	<ul style="list-style-type: none"> MLA format presented Extremely neat and content legible Went beyond call to present in a professional manner 	<ul style="list-style-type: none"> MLA work cited missing or incomplete. Neat and content legible Presented in a professional manner 	<ul style="list-style-type: none"> Partial MLA format presented Somewhat neat Presented in a somewhat professional manner 	<ul style="list-style-type: none"> MLA format missing Sloppy, inconclusive, disorganized. Presented in an unprofessional manner 	<ul style="list-style-type: none"> Unacceptable in all manner Not presented on due date.



GRADING BASIS FOR ORAL PRESENTATIONS

(Oral presentations are averaged into the academic grade.)

ELEMENTS	90-100	80-89	70-79	60-69	0-59
INFORMATION (20 points)	<ul style="list-style-type: none"> Amount of content is rich and highly informative for assigned length of presentation. All information is accurate Organization, structure, & sentences are complete Justification and explanation accomplished 	<ul style="list-style-type: none"> Amount of content is informative for assigned length of presentation. Most information is accurate Organization, structure, & sentences are mostly complete Most grammar is correct 	<ul style="list-style-type: none"> Provides some information on assigned time Some information is inaccurate Organization, structure, & sentences are sloppy Grammar is inconsistent 	<ul style="list-style-type: none"> Minimal content is provided for assigned length of presentation. Most information is inaccurate Organization, structure, & sentences are poor Grammar is poor 	<ul style="list-style-type: none"> Did not provide information All information is inaccurate Organization, structure, & sentences are unacceptable Grammar is unacceptable
CREATIVITY (20 points)	<ul style="list-style-type: none"> Ideas are complex and evidence deep reflection. Theme ties together very well Project is exceptionally inventive & resourceful 	<ul style="list-style-type: none"> Ideas demonstrate some complexity and evidence some reflection Theme is present Project is creative & informative 	<ul style="list-style-type: none"> Ideas are simplistic and do not evidence reflection. Theme is loose Project is plain & vague 	<ul style="list-style-type: none"> Ideas are incomplete and do not evidence reflection. Theme is formless Project lacks thought & creativity 	<ul style="list-style-type: none"> No ideas present No theme present No creativity
EFFORT (20 points)	<ul style="list-style-type: none"> Obvious time, thought, & effort put into all aspects of project Appearance is spotless & finished 	<ul style="list-style-type: none"> Noticeable time, thought, & effort put into all aspects of project Appearance is average 	<ul style="list-style-type: none"> Minimal time, thought, & effort put into all aspects of project Appearance is thoughtless 	<ul style="list-style-type: none"> Sparse to no time, thought, & effort put into all aspects of project Appearance is sloppy 	<ul style="list-style-type: none"> No time, thought, & effort put into any aspects of project Appearance is unacceptable

<p>ORAL PRESENTATION (20 points)</p>	<ul style="list-style-type: none"> • Presents information in a logical, interesting sequence with clear beginning & ending • Demonstrates full knowledge with explanation & elaboration • Integrates project as a fundamental visual • Holds attention of audience with direct eye contact • Body language is open, positive, & confident • Great use of fluid speech, inflection, & comfortable pace 	<ul style="list-style-type: none"> • Presents information in a logical sequence with beginning & ending • Demonstrates average knowledge of content • Uses project as a visual • Consistent use of direct eye contact • Body language is open & positive • Satisfactory use of fluid speech, inflection, & pacing 	<ul style="list-style-type: none"> • Information is not presented in logical sequence. • Noticeable discomfort with knowledge of content • Project minimally used as a visual • Inconsistent use of direct eye contact • Body language is tense & downbeat • Speech is broken, minimal use of inflection, & pace is inconsistent 	<ul style="list-style-type: none"> • No sequence of information with an unclear beginning & ending • Does not have grasp of information • Project not a primary visual • Focus is down • Body language is closed & defeated • Speech is uneasy, voice is monotone, & pace is fast/slow 	<ul style="list-style-type: none"> • No presentation • Does not know content of project • No visual • No eye contact • Body language is negative • Speech is unprepared, no concern with inflection or pace
<p>OVERALL (20 points)</p>	<ul style="list-style-type: none"> • All elements of project are fully developed and presented in a professional manner • All aspects of project flow pleasingly together 	<ul style="list-style-type: none"> • Some elements of the project are fully developed and presented in a professional manner • Aspects of project flow together 	<ul style="list-style-type: none"> • Few elements of the project are fully developed and presented in a professional manner • Aspects of project did not flow 	<ul style="list-style-type: none"> • Project is not complete or presented in a professional manner • Aspects of project were separated 	<ul style="list-style-type: none"> • Project is incomplete • Aspects of project did not relate to each other



GRADING BASIS FOR JOURNAL WRITING

(The Journal grade is averaged in to the academic grade first and third marking period.)

ELEMENTS	90-100	80-89	70-79	60-69	0-59
DETAILS (20 points)	<ul style="list-style-type: none"> Thoroughly answered all questions Presented using proper format Added extra insight(or reflection) on each question on the subject 	<ul style="list-style-type: none"> Thoroughly answered all questions Presented using partial format. 	<ul style="list-style-type: none"> Partially answered all questions Format submitted in wrong source. 	<ul style="list-style-type: none"> Minimally answered all questions sufficiently 	<ul style="list-style-type: none"> Did not write in journal or did not hand in journal
CONNECTION (20 points)	<ul style="list-style-type: none"> Effectively made in depth connections with concepts Provided in-depth reflective thinking 	<ul style="list-style-type: none"> Made connections with concepts Provides reflective thinking 	<ul style="list-style-type: none"> Loosely made some connections with concepts Positive attempts in reflective thinking 	<ul style="list-style-type: none"> Made almost no connections with concepts Minimal signs of reflective thinking 	<ul style="list-style-type: none"> Did not write in journal or did not hand in journal Not submitted on due date.
EXPRESSION (20 points)	<ul style="list-style-type: none"> Expressed oneself with an abundance of freedom and imagination 	<ul style="list-style-type: none"> Expressed oneself with freedom and imagination 	<ul style="list-style-type: none"> Expressed oneself with some freedom and imagination 	<ul style="list-style-type: none"> Did not express oneself very well 	<ul style="list-style-type: none"> Did not write in journal or did not hand in journal
PROBLEM SOLVING (20 points)	<ul style="list-style-type: none"> Shows excellent signs of problem solving Shows specific examples of application of problem solving 	<ul style="list-style-type: none"> Shows good signs of problem solving Shows examples of application of problem solving 	<ul style="list-style-type: none"> Shows fair signs of problem solving Shows some examples of application of problem solving 	<ul style="list-style-type: none"> Shows minimal signs of problem solving Shows minimal examples of application of problem solving 	<ul style="list-style-type: none"> Did not write in journal or did not hand in journal
ASSESSMENT (20 points)	<ul style="list-style-type: none"> Shows complete ability to track progression of self Shows strong signs of understanding and growth after making self assessment 	<ul style="list-style-type: none"> Shows ability to track progression of self Shows signs of understanding and growth after making self assessment 	<ul style="list-style-type: none"> Shows little ability to track progression of self Shows some signs of understanding and growth after making self assessment 	<ul style="list-style-type: none"> Shows minimal ability to track progression of self Shows minimal signs of understanding and growth after making self assessment 	<ul style="list-style-type: none"> Did not write in journal or did not hand in journal



GRADING BASIS FOR REHEARSAL DIRECTOR

(The Rehearsal Director grade is averaged in to the academic grade the marking periods in which you are assigned)

ELEMENTS	EXEMPLARY 90-100	ACCEPTABLE 80-89	IMPROVING 70-79	INSUFFICIENT 60-69	UNACCEPTABLE 0-59
BINDER REQUIREMENTS (50%)	<ul style="list-style-type: none"> • Page completed each day • Information on all pages is thorough & understandable • Pages are neat & legible 	<ul style="list-style-type: none"> • Page completed for most days • Information on all pages is average & understandable • Pages are somewhat neat & legible 	<ul style="list-style-type: none"> • Page completed for a few days • Information on all pages is minimal & inconsistent • Pages need more effort in neatness & legibility 	<ul style="list-style-type: none"> • Pages are rarely completed • Information on pages is unacceptable & incomplete • Pages are in poor condition 	<ul style="list-style-type: none"> • Pages are incomplete • No information provided • No effort towards completing binder
DUTY/ACTION OF REHEARSAL DIRECTOR (50%)	<ul style="list-style-type: none"> • Goes above & beyond to assist others • Very knowledgeable of class work. • Aggressive with position • Always helpful & respectful when assisting teacher 	<ul style="list-style-type: none"> • On average, assists others • Generally knowledgeable of class work • Simply completes position • Mostly helpful & respectful when assisting teacher 	<ul style="list-style-type: none"> • Somewhat assists others • Somewhat knowledgeable of class work • Completes position to its minimum • Needs to be more helpful & respectful when assisting teacher 	<ul style="list-style-type: none"> • Rarely assists others • Minimal knowledge of class work • Barely completes position • Hardly helpful & respectful when assisting teacher 	<ul style="list-style-type: none"> • Does not assist others • Is not knowledgeable of class work • Does not complete position • Is not helpful & respectful when assisting teacher



GRADING BASIS FOR PERFORMANCES

(In addition to Art of Creation and Mainstage performances, this grade includes in-class performance, field trips, and guest artist participation.)

ELEMENTS	DISTINGUISHED 90-100	PROFICIENT 80-89	APPRENTICE 70-79	NOVICE 60-69	INEXPERIENCED 0-59
TECHNIQUE (20 points)	<ul style="list-style-type: none"> • Demonstrates exemplary application of technique • All techniques used are appropriate to content and style of piece • Exemplary expression of dynamics and qualities • Exemplary precision of rhythmic acuity, energy, and versatility • Takes all criticism from teacher and applies to final product 	<ul style="list-style-type: none"> • Demonstrates a consistent application of technique • Most techniques used are appropriate to content and style of piece • Consistent and accurate expression of dynamics and qualities • Consistent precision of rhythmic acuity, energy, and versatility • Takes most criticism from teacher and applies to final product 	<ul style="list-style-type: none"> • Demonstrates a consistent application of technique • Some techniques used are appropriate to content and style of piece • Inconsistent expression of dynamics and qualities • Inconsistent precision rhythmic acuity, energy, and versatility • Takes some criticism from teacher and applies to final product 	<ul style="list-style-type: none"> • Provides a below average application of technique • Very little or any techniques used are appropriate to content and style of piece • Sparse expression of dynamics and qualities • Rarely performs with rhythmic acuity, energy, and versatility • Applies very few corrections 	<ul style="list-style-type: none"> • Provides no application of technique • None of the techniques, if any, used are appropriate to content and style of piece • No expression of dynamics and qualities • None existent rhythmic acuity, energy, and versatility • Does not listen to any criticism from teacher
ENSEMBLE WORK (20 points)	<ul style="list-style-type: none"> • Outstanding participation as an ensemble member • Provided above average assistance to peers as well as teacher • Always on time and on task throughout the performance 	<ul style="list-style-type: none"> • Good participation as an ensemble member • Provided assistance to peers as well as teacher • Mostly on time and on task throughout the performance 	<ul style="list-style-type: none"> • Average participation as an ensemble member • Provided some assistance to peers as well as teacher • Sometimes on time and on task throughout the performance 	<ul style="list-style-type: none"> • Below average participation as an ensemble member • Provided little assistance to peers as well as teacher • Rarely on time and on task throughout the performance 	<ul style="list-style-type: none"> • No participation as an ensemble member • Did not provide assistance to peers as well as teacher • Not on time and on task throughout the performance
EFFORT (20 points)	<ul style="list-style-type: none"> • Obvious time, thought, & effort put into all aspects of performance • Appearance is extremely content appropriate and professional • All corrections applied immediately • Follows all directions 	<ul style="list-style-type: none"> • Noticeable time, thought, & effort put into all aspects of performance • Appearance is content appropriate and professional • All corrections applied in a timely manner • Follows most directions 	<ul style="list-style-type: none"> • Little time thought, & effort put into all aspects of performance • Appearance is somewhat content appropriate and professional • Some corrections applied • Follows some directions 	<ul style="list-style-type: none"> • Almost no time, thought, & effort put into any aspects of performance • Appearance is not content appropriate and professional • Minimal corrections applied • Follows very little directions 	<ul style="list-style-type: none"> • No time, thought, & effort put into any aspects of performance • Appearance is completely content inappropriate and unprofessional • No corrections are applied • Follows no directions

<p>PRESENTATION & PROFESSIONALISM (20 points)</p>	<ul style="list-style-type: none"> • Performance is executed in a highly professional manner • Demonstrates a strong work ethic and etiquette • Demonstrates ability to go beyond personal responsibilities • Demonstrates an attitude that is highly open, pleasant and workman like • Demonstrates an ability to clean up after oneself and others around them 	<ul style="list-style-type: none"> • Performance is executed in a professional manner • Demonstrates a good work ethic and etiquette • Demonstrates ability to perform personal responsibilities • Demonstrates an attitude that is open, pleasant and workman like • Demonstrates an ability to clean up after oneself 	<ul style="list-style-type: none"> • Performance is executed in an average manner • Demonstrates a fair work ethic and etiquette • Demonstrates ability to perform some of personal responsibilities • Demonstrates an attitude that is somewhat open, pleasant and workman like • Demonstrates some ability to clean up after oneself 	<ul style="list-style-type: none"> • Performance is executed in a below average manner • Demonstrates very little work ethic and etiquette • Demonstrates ability to perform very little of personal responsibilities • Demonstrates an attitude that is closed, unpleasant and unprofessional • Demonstrates very little ability to clean up after oneself 	<ul style="list-style-type: none"> • Performance is executed in a non-existent manner • Demonstrates a poor work ethic and etiquette • Demonstrates ability to perform none of personal responsibilities • Demonstrates an attitude that is unworkable, hostile and unprofessional • Demonstrates no ability to clean up after oneself
<p>OVERALL (20 points)</p>	<ul style="list-style-type: none"> • Absolutely no “loose ends” left to performance • All aspects of performance flow pleasingly together • Performance is above average 	<ul style="list-style-type: none"> • Couple “loose ends” left to performance • Aspects of performance flow together • Performance is good 	<ul style="list-style-type: none"> • Several “loose ends” left to performance • Aspects of performance did not flow • Performance is fair 	<ul style="list-style-type: none"> • Performance is nearly incomplete • Aspects of performance were inconsistent • Performance is insufficient 	<ul style="list-style-type: none"> • Performance is incomplete • Aspects of performance did not relate to each other • Performance is unacceptable

