



Performance Adjudication Rubric

Choir _____

Director _____

N° of Singers _____ Adjudicator _____

Voicing _____ Signature _____

Tone Quality

of 20 points

FAIR 9–11 pts.

Students demonstrate poorly developed or stylistically inappropriate tone quality throughout the performance; there are several minor and major lapses.

GOOD 12–14 pts.

Students demonstrate somewhat developed and stylistically appropriate tone qualities for their vocal section throughout the performance with several minor or major lapses.

EXCELLENT 15–17 pts.

Students demonstrate mostly developed and stylistically appropriate tone quality throughout the performance; there are several minor lapses.

SUPERIOR 18–20 pts.

Students demonstrate highly developed and stylistically appropriate tone quality throughout the performance; there are minimal lapses.

Intonation

of 15 points

FAIR 4–7 pts.

There is poor intonation within and between sections and instruments, if any. Students demonstrate little awareness of tuning within their voice part and throughout the choir. There are several minor and major flaws.

GOOD 8–10 pts.

There is somewhat good intonation within and between sections and instruments, if any. Students demonstrate some awareness of tuning within their voice part and throughout the choir. There are several minor or major flaws.

EXCELLENT 11–13 pts.

There is mostly good intonation within and between sections and instruments, if any. Students demonstrate good awareness of tuning within their voice part and throughout the choir. There are several minor flaws.

SUPERIOR 14–15 pts.

There is near perfect intonation within and between sections and instruments, if any. Students demonstrate elevated awareness of tuning within their voice part and throughout the choir. There are minimal flaws.

Rhythmic Integrity

of 15 points

FAIR 4–7 pts.

Rhythmic approach is not uniform through the ensemble. Rhythms are largely imprecise and mostly incorrect with several minor and major flaws.

GOOD 8–10 pts.

Rhythmic approach is somewhat uniform through the ensemble. Rhythms are somewhat precise and correct with several minor or major flaws.

EXCELLENT 11–13 pts.

Rhythmic approach is mostly uniform through the ensemble. Rhythms are mostly precise and correct with several minor flaws.

SUPERIOR 14–15 pts.

Rhythmic approach is uniform through the ensemble. Rhythms are precise and always correct with minimal flaws.

Balance/Unity

of 15 points

FAIR 4–7 pts.

Students demonstrate a somewhat poorly-developed concept of balanced musical lines, unity of tone within their section, and unity of tone across the ensemble. There are several minor and major flaws.

GOOD 8–10 pts.

Students demonstrate a somewhat well-developed concept of balanced musical lines, unity of tone within their section, and unity of tone across the ensemble. There are several minor or major flaws.

EXCELLENT 11–13 pts.

Students demonstrate a mostly well-developed concept of balanced musical lines, unity of tone within their section, and unity of tone across the ensemble. There are several minor flaws.

SUPERIOR 14–15 pts.

Students demonstrate a highly-developed concept of balanced musical lines, unity of tone within their section, and unity of tone across the ensemble. There are minimal flaws.

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Musicality

of 15 points

FAIR 4–7 pts.

Clear, meaningful, and expressive shaping of musical passages is rarely achieved as an ensemble. A below-average use of dynamics, articulation, and other nuances made the performance less than musically effective.

GOOD 8–10 pts.

Clear, meaningful, and expressive shaping of musical passages is somewhat achieved as an ensemble. An average use of dynamics, articulation, and other nuances made the performance somewhat musically effective.

EXCELLENT 11–13 pts.

Clear, meaningful, and expressive shaping of musical passages is mostly achieved as an ensemble. A good use of dynamics, articulation, and other nuances made the performance musically effective.

SUPERIOR 14–15 pts.

Clear, meaningful, and expressive shaping of musical passages is often achieved as an ensemble. An exceptional use of dynamics, articulation, and other nuances made the performance exceptionally musically effective.

Diction

of 10 points

FAIR 3–4 pts.

Diction and clarity of text are not demonstrated.

GOOD 5–6 pts.

Diction and clarity of text are somewhat demonstrated.

EXCELLENT 7–8 pts.

Diction and clarity of text are mostly well demonstrated.

SUPERIOR 9–10 pts.

Diction and clarity of text are exceptionally well demonstrated.

Appropriateness of Repertoire

of 5 points

FAIR 1–2 pts.

The suitability, voicing, and difficulty of the music are inappropriate for the ensemble.

GOOD 3 pts.

The suitability, voicing, and difficulty of the music are somewhat appropriate for the ensemble.

EXCELLENT 4 pts.

The suitability, voicing, and difficulty of the music are mostly appropriate for the ensemble.

SUPERIOR 5 pts.

The suitability, voicing, and difficulty of the music are overwhelmingly appropriate for the ensemble.

Visual Impression

of 5 points

FAIR 1–2 pts.

Students convey a poor artistic, energetic, and emotional performance to the audience. Posture and choreography, if any, are inappropriate and executed poorly.

GOOD 3 pts.

Students convey a somewhat artistic, energetic, and emotional performance to the audience. Posture and choreography, if any, are appropriate and executed somewhat well.

EXCELLENT 4 pts.

Students convey a mostly artistic, energetic, and emotional performance to the audience. Posture and choreography, if any, are appropriate and executed well.

SUPERIOR 5 pts.

Students convey an exceptional artistic, energetic, and emotional performance to the audience. Posture and choreography, if any, are appropriate and executed professionally.

COMMENTS

FINAL

of 100 points

FAIR 55 pts., or below

GOOD 56–71 pts.

EXCELLENT 72–87 pts.

SUPERIOR 88–100 pts.