

Utah High School Activities Association
Chamber Choir Festival Adjudication Form
Music Performance Assessment Rubric



Date _____ Time _____ School Size (1A, 2A, 3A, 4A, 5A) _____ Number of Students in Ensemble _____

Name of Ensemble _____ Director _____

School _____ Festival Location _____

<u>Selection</u>	<u>Composer/Arranger</u>	<u>Publisher</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

If an adjudicator becomes aware of copyright infringement, as per UHSAA guidelines, no rating may be given.

Comments

Selection 1:

Selection 2:

Selection 3:

Signature of Adjudicator _____

Rating _____

Note: Large ensembles may qualify for State with three I's or two I's and one I-. If there are only two adjudicators for the event, two I's are required to qualify for State.

Chamber Choir Performance Assessment Rubric

School _____ Name of Ensemble _____ Director _____

Circle the appropriate comments within the category and column, or columns, as applicable.

	Excellent		Fair		
	Superior		Good		Poor
Tone Quality resonance, control clarity, focus, consistency, warmth, vowel formation	Open, resonant, stylistically appropriate tone in all registers and ranges. Round, well-matched vowels.	Characteristically appropriate tone most of the time but lacks consistency in outer ranges. Good vowel formation.	A basic tonal concept but with inconsistencies throughout the entire range. Vowels fairly well formed.	Weak or forced tonal production much of the time. Tone lacks full resonance. Vowels not well matched.	A lack of understanding of how to produce a healthy, basic tone. Unawareness of vowel matching.
Intonation accuracy to printed pitches	Accurate intonation in all ranges and registers. Pitch adjustments are made instantly.	Minimal intonation difficulties. Pitch adjustments are usually successful.	Generally accurate intonation with some out-of-tune notes/chords. Pitch adjustment skills are developing.	Some sense of intonation, but pitch adjustment skills are not developed.	An unawareness of tuning problems. There is a need for basic pitch adjustment skills.
Rhythm accuracy of note and rest values, duration, pulse, steadiness, correctness of meters	Outstanding accuracy. Correct pulse/meter used throughout the performance.	Infrequent errors with a pulse that is mostly correct.	Occasional rhythmic errors, with a lack of consistency in pulse and/or meter.	Numerous inaccurate rhythms with an incorrect pulse/meter.	An unawareness of rhythms, meter, and pulse.
Balance, Blend likeness of qualities, awareness of ensemble & accompaniment	Superior blend and balance achieved throughout the performance both within and between sections.	Blend and balance are achieved most of the time but is sometimes lost in more difficult passages.	Basically quality ensemble sound. Sections and/or individual voices tend to dominate the sound at times.	Good ensemble sounds rarely achieved. Listening and awareness are inconsistent.	Sections or individuals detract from ensemble sonority. General listening skills not yet developed.
Technique posture, breath management attacks, releases, musical and/or mechanical skill	Habitually correct posture, breathing, support, balanced attacks and releases, etc.	Proper vocal technique is employed, but has some minor inconsistencies.	Good technique is emerging, but has yet to be habituated.	Major inconsistencies in posture and breath management.	Matters of proper posture, correct breathing, and support are not evident.
Interpretation style, phrasing, tempo, dynamics, emotional involvement	Highly expressive performance with appropriate style, tempo, phrasing and contrasting dynamics.	Minor lapses in dynamics, phrasing, correct tempo, style elements, etc.	Occasionally rigid and mechanical expression. Correct tempo and dynamics, but lacks expressive elements.	Mechanical expression most of the time. Lacks in correct phrasing, tempo, dynamics, style, etc.	A lack of understanding of correct style, dynamic contrast, phrasing, and tempo.
Diction pronunciation, clarity of text	Correct, intelligible, and expressive pronunciation for the language being performed.	Minor errors in pronunciation or consonant enunciation at the beginning, middle or ends of words.	Several errors in diction and consonant enunciation. Text is clear as words, but unclear as a whole.	Incorrect pronunciation. Lacking most consonant enunciation.	Pronunciation is incorrect and text is unclear. Inconsistent explosive consonants and vowel shapes.
Performance Factors choice of literature, appropriate appearance, poise, general conduct, mannerisms, facial expression, memory	Literature chosen is appropriate for the festival and the group's skill level. Demeanor is outstanding. Songs well memorized.	Songs memorized, but the literature choice is slightly more difficult than the group's current abilities. Excellent performance demeanor.	Literature lacks variety and/or the difficulty level is too high or too low for the group. Some individuals' appearance or mannerisms are distracting.	The literature is not festival appropriate and/or is not within the group's current ability to perform. Some memory and/or deportment lapses.	Proper performance conduct is lacking. Students unfocused. Literature is inappropriate for festival. Major memory flaws.

Rating Table

Superior – I, Excellent – II, Good – III, Fair – IV, Poor – V, No Rating – NR
 (Ratings may include + or –, with the highest rating being a (I).)