
FESTIVAL NAME

DATE

LOCATION

SCHOOL

CHOIR

CONDUCTOR

ORGANIZING CHOIR

ADJUDICATOR NAME

ADJUDICATOR SIGNATURE

ORGANIZING CHAIRPERSON SIGNATURE

COMMENTS

SCORING FOR EACH LEVEL

- X.0–X.3 / EMERGING** “Choir Has Been Introduced” to “Rarely Demonstrates”
- X.4–X.6 / AT GRADE LEVEL** “Choir Sometimes Demonstrates” to “Often Demonstrates”
- X.7–X.9 / MASTERY** “Choir Understands and Applies When Coached” to “Always Demonstrates”

DEFINITION OF DESCRIPTORS

- Each descriptor is a developmental marker of the **LEVEL**
- Necessary markers for the level are written in positive language
- Some markers are “developmental” techniques that will only be mastered in higher levels, and may only be introduced or practiced at the adjudicated **LEVEL**. These are written with an “is / not, are / not” option. They are information only, and do not affect the scoring.
- Adjudicators are to score each literacy for the relative amount of demonstration of the multiple descriptors in each literacy, the percentage of time mastery is demonstrated, e.g. checking 7 would represent 70% accomplished.
- Adjudicators, **HIGHLIGHT** areas of mastery, and **CIRCLE** areas that need attention.

DIRECTOR _____ PIECE _____ REPORTED SELF-ASSESSMENT SCORE _____ ADJUDICATOR TOTAL POINTS _____ LEVEL _____

1 <small>ENTRY-LEVEL CHOIRS OF ALL AGES</small>	VOCAL TECHNIQUE									MUSICIANSHIP										
	Tonal Technique				Breath Technique					Artistry										
	RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <i>Range, Agility, Clarity, Divisi</i>	INTONATION	BREATH MANAGEMENT <i>Effort, Airflow, Efficiency, Onset</i>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO <i>Precision, Clarity, Expressive Qualities Such as Weight-Momentum-Rubato</i>	EXPRESSION & ARTISTRY <i>Style, Form, Expression</i>										
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1.0 – 1.3 <i>Emerging</i>	• Vowel uniformity demonstrated.	0	• Ensemble sound demonstrated through vowel uniformity.	0	• Stepwise melodies and simple intervals sung clearly at a moderate tempo.	0	• Intonation is clear due to vowel uniformity.	0	• Good posture demonstrated.	0	• <i>Forte</i> and <i>piano</i> demonstrated reflecting LEVEL 1 Breath Management .	0	• Choir pronounces words together.	0	• Contrasting articulation with emphasis of text or effort is demonstrated.	0	• Sings rhythmically together.	0	• Sings with energy, body involvement, and facial expression.	0
	• Basic inner resonating spaces demonstrated (<i>tall vowel, yawn sigh</i>).	1	• Ensemble sound is most successful with [u, o, i].	1	• Clarity in challenging passages is / not demonstrated (<i>slower, faster, challenging intervals</i>).	1	• Intonation is clear in unison melodies.	1	• Breathing together to energize the voice is demonstrated.	1	• Contrasting dynamics between songs or between major sections within a song demonstrated.	1	• Vowel clarity reflects understanding of LEVEL 1 Resonance and Vowels .	1	• Quick and sustained, heavy and light articulations are demonstrated.	1	• Physical sense of pulse demonstrated.	1	• Mood of the song communicated through changes of dynamic and articulation.	1
	• Developing resonance heard in basic vowels [u, o, i].	2	• Ensemble sound most successful in "head" voice.	2	• Clarity of ensemble successful in unison passages.	2	• Common pitch issues due to head or chest voice use, or scooping, are / not heard.	2	• Expansive, low breath is demonstrated.	2	• Unified ensemble in <i>forte</i> and <i>piano</i> demonstrated.	2	• Clear enunciation of consonants at onset and offset of phrases demonstrated.	2	• Clarity of articulation is / not consistent (<i>louder, stronger, softer, lighter</i>).	2	• Simple rhythms sung accurately.	2	• Form is demonstrated by contrasting formal elements with dynamics and articulation (<i>verses, refrains, major sections</i>).	2
1.4 – 1.6 <i>At Grade Level</i>	• Sings together in both head, and chest voice (<i>light / heavy mechanism, thick / thin folds</i>).	3	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	3	• Clarity of ensemble successful in unison passages.	3	• Consistent breath effort is demonstrated in short, loud passages.	3	• Consistent breath effort is demonstrated in short, loud passages.	3	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	3	• Internal consonants are / not clear.	3	• Syncopation, multi-cultural rhythms demonstrated.	3	• Sings rhythmically together.	3	• Physical sense of pulse demonstrated.	3
	• Resonance is / not consistent (<i>vowel formation, inappropriate space, chest voice</i>).	4	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	4	• Clarity of ensemble successful in unison passages.	4	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	4	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	4	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	4	• Internal consonants are / not clear.	4	• Syncopation, multi-cultural rhythms demonstrated.	4	• Sings rhythmically together.	4	• Physical sense of pulse demonstrated.	4
		5	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	5	• Clarity of ensemble successful in unison passages.	5	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	5	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	5	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	5	• Internal consonants are / not clear.	5	• Syncopation, multi-cultural rhythms demonstrated.	5	• Sings rhythmically together.	5	• Physical sense of pulse demonstrated.	5
1.7 – 1.9 <i>Mastery</i>		6	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	6	• Clarity of ensemble successful in unison passages.	6	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	6	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	6	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	6	• Internal consonants are / not clear.	6	• Syncopation, multi-cultural rhythms demonstrated.	6	• Sings rhythmically together.	6	• Physical sense of pulse demonstrated.	6
		7	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	7	• Clarity of ensemble successful in unison passages.	7	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	7	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	7	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	7	• Internal consonants are / not clear.	7	• Syncopation, multi-cultural rhythms demonstrated.	7	• Sings rhythmically together.	7	• Physical sense of pulse demonstrated.	7
		8	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	8	• Clarity of ensemble successful in unison passages.	8	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	8	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	8	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	8	• Internal consonants are / not clear.	8	• Syncopation, multi-cultural rhythms demonstrated.	8	• Sings rhythmically together.	8	• Physical sense of pulse demonstrated.	8
	9	• Ensemble sound is / not consistent (<i>chest / head voice, vowel space, challenging vowels</i>).	9	• Clarity of ensemble successful in unison passages.	9	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	9	• Onsets are / not balanced in demanding passages (<i>crescendo, dynamic or range extremes</i>).	9	• <i>Crescendo</i> and <i>Decrescendo</i> are demonstrated.	9	• Internal consonants are / not clear.	9	• Syncopation, multi-cultural rhythms demonstrated.	9	• Sings rhythmically together.	9	• Physical sense of pulse demonstrated.	9	
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2 <small>MANY ELEMENTARY, MS, AND JH CHOIRS, EMERGING HS, CHURCH, AND COMMUNITY CHOIRS, BEGINNING NON-ADDITIONED COLLEGIATE CHOIRS</small>	VOCAL TECHNIQUE									MUSICIANSHIP										
	Tonal Technique				Breath Technique					Artistry										
	RESONANCE & VOWELS	ENSEMBLE SOUND & BALANCE	VOCAL FACILITY & INDEPENDENCE <i>Range, Agility, Clarity, Divisi</i>	INTONATION	BREATH MANAGEMENT <i>Effort, Airflow, Efficiency, Onset</i>	DYNAMICS	DICTION	ARTICULATION	RHYTHM & TEMPO <i>Precision, Clarity, Expressive Qualities Such as Weight-Momentum-Rubato</i>	EXPRESSION & ARTISTRY <i>Style, Form, Expression</i>										
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2.0 – 2.3 <i>Emerging</i>	• Resonant space is demonstrated (<i>tall, dome, lofted, lifting soft palate, inner smile</i>).	0	• Ensemble sound is demonstrated though basic vowel uniformity and matching vowel shape.	0	• Stepwise melodies, slow to moderately fast, and intervals of 3rds, 4ths, 5ths sung clearly.	0	• Good intonation achieved through listening to selves and others.	0	• Good posture is demonstrated.	0	• Dynamics of <i>p-f</i> , demonstrated from song to song.	0	• Text is sung clearly and projects.	0	• Basic types of articulation demonstrated. (<i>detached / legato, heavy / light, quick / sustained</i>)	0	• Rhythmic clarity is demonstrated through unified diction.	0	• Unique style for each piece demonstrated through dynamic, tempo, articulation, and text.	0
	• Resonance consistent with vowels in middle register [i, e, a, o, u].	1	• Ensemble sound is demonstrated in slow moving passages, cadences, and with vowels [i, e, a, o, u].	1	• Unison, partner songs, and simple counterpoint sung with clarity.	1	• Intonation consistent in middle voice with LEVEL 2 Vowels .	1	• Low, released breath before individual phrases sections is / not demonstrated.	1	• Dynamics <i>do / not</i> vary from phrase to phrase.	1	• Vowel clarity reflects LEVEL 2 Resonance and Vowels .	1	• Basic accents are / not successfully demonstrated (<i>staccato, marcato</i>).	1	• Inner pulse is demonstrated through clarity of eighth note or syncopated rhythms.	1	• Word stress / un-stress demonstrated.	1
	• Vowel uniformity demonstrated in middle register [i, e, a, o, u].	2	• Ensemble sound is demonstrated in slow moving passages, cadences, and with vowels [i, e, a, o, u].	2	• Close parallel harmonies, or minor dissonance are / not sung with clarity.	2	• Tuning during unison passages and within sections is demonstrated.	2	• Low, released breath before individual phrases sections is / not demonstrated.	2	• <i>Crescendo</i> and <i>decrescendo</i> demonstrated.	2	• Consonant clarity heard at onsets of phrases and louder dynamics.	2	• <i>Legato</i> expression of text is / not demonstrated.	2	• <i>Ritardando</i> and <i>Accelerando</i> demonstrated.	2	• General mood of poetry demonstrated through varied musical elements.	2
2.4 – 2.6 <i>At Grade Level</i>	• Treble voices sing mostly in head voice.	3	• Ensemble sound is / not affected in challenging passages (<i>text, lack of uniform register, volume, musical elements</i>).	3	• Close parallel harmonies, or minor dissonance are / not sung with clarity.	3	• Tuning during unison passages and within sections is demonstrated.	3	• Low, released breath before individual phrases sections is / not demonstrated.	3	• Dynamics <i>mp-mf</i> demonstrate LEVEL 2 Resonance and Vowels .	3	• Consonant clarity heard at onsets of phrases and louder dynamics.	3	• <i>Legato</i> expression of text is / not demonstrated.	3	• Rhythms more complex than eighth note patterns demonstrated.	3	• Form demonstrated by contrasting musical elements and formal sections.	3
	• Mixing, or transition of head into chest voice is demonstrated.	4	• Ensemble sound is / not affected in challenging passages (<i>text, lack of uniform register, volume, musical elements</i>).	4	• Singing in non-Western classical styles demonstrated.	4	• Tuning homophonic passages or close harmonies is / not successful.	4	• Breathing together to energize the voice is demonstrated.	4	• Dynamics <i>mp-mf</i> demonstrate LEVEL 2 Resonance and Vowels .	4	• Consonant clarity heard at onsets of phrases and louder dynamics.	4	• <i>Legato</i> expression of text is / not demonstrated.	4	• Rhythms more complex than eighth note patterns demonstrated.	4	• Form demonstrated by contrasting musical elements and formal sections.	4
	• Voices in transition sing mostly in head voice as low notes appear.	5	• Ensemble sound is / not affected in challenging passages (<i>text, lack of uniform register, volume, musical elements</i>).	5	• Singing in non-Western classical styles demonstrated.	5	• Tuning homophonic passages or close harmonies is / not successful.	5	• Breathing together to energize the voice is demonstrated.	5	• Dynamics <i>mp-mf</i> demonstrate LEVEL 2 Resonance and Vowels .	5	• Consonant clarity heard at onsets of phrases and louder dynamics.	5	• <i>Legato</i> expression of text is / not demonstrated.	5	• Rhythms more complex than eighth note patterns demonstrated.	5	• Form demonstrated by contrasting musical elements and formal sections.	5
2.7 – 2.9 <i>Mastery</i>	• Resonance is / not influenced by text and extremes of dynamic and range.	6	• Ensemble sound is / not affected in challenging passages (<i>text, lack of uniform register, volume, musical elements</i>).	6	• Singing in non-Western classical styles demonstrated.	6	• Tuning homophonic passages or close harmonies is / not successful.	6	• Breathing together to energize the voice is demonstrated.	6	• Dynamics <i>mp-mf</i> demonstrate LEVEL 2 Resonance and Vowels .	6	• Consonant clarity heard at onsets of phrases and louder dynamics.	6	• <i>Legato</i> expression of text is / not demonstrated.	6	• Rhythms more complex than eighth note patterns demonstrated.	6	• Form demonstrated by contrasting musical elements and formal sections.	6
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	9	• Ensemble sound is / not affected in challenging passages (<i>text, lack of uniform register, volume, musical elements</i>).	9	• Singing in non-Western classical styles demonstrated.	9	• Tuning homophonic passages or close harmonies is / not successful.	9	• Breathing together to energize the voice is demonstrated.	9	• Dynamics <i>mp-mf</i> demonstrate LEVEL 2 Resonance and Vowels .	9	• Consonant clarity heard at onsets of phrases and louder dynamics.	9	• <i>Legato</i> expression of text is / not demonstrated.	9	• Rhythms more complex than eighth note patterns demonstrated.	9	• Form demonstrated by contrasting musical elements and formal sections.	9	
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