



CHORUS

Assessment Form

Performance #: _____ MPA Date: _____ MPA Site: _____

School: _____ Ensemble Name: _____

SCORE	EVALUATION AREA	COMMENTS
SC. = RATING with DESCRIPTORS 13-15 I Superior A+ Outstanding 10-12 II Excellent A Advanced 7-9 III Good B Proficient 4-6 IV Fair C Basic 1-3 V Unprepared U Below Basic	ADDITIONAL FEEDBACK + Area of strength; Noticeably strong within rating Blank Commensurate to rating - Area of concern; Noticeably needing attention within rating	Adjudicators are to use this space for specific written input focusing on areas of strength or concern.

SCORE	EVALUATION AREA	COMMENTS
	ADDITIONAL FEEDBACK + Area of strength; Noticeably strong within rating Blank Commensurate to rating - Area of concern; Noticeably needing attention within rating	Additional space is available on p. 2
	SCORE TONE <input type="checkbox"/> Quality, Clarity & Projection <input type="checkbox"/> Posture & Breathing <input type="checkbox"/> Blend <input type="checkbox"/> Balance: Texture & Chord	
	INTONATION <input type="checkbox"/> Full Ensemble/Consistency <input type="checkbox"/> Within Melodic Line <input type="checkbox"/> Within & Between Sections <input type="checkbox"/> Intervals & Chords	
	ACCURACY <input type="checkbox"/> Notes <input type="checkbox"/> Pulse, Meter & Rhythm <input type="checkbox"/> Entrances, Attacks & Releases <input type="checkbox"/> Diction & Pronunciation	
	TECHNIQUE <input type="checkbox"/> Facility & Flexibility <input type="checkbox"/> Control, Precision & Unity <input type="checkbox"/> Breathing: Control & Management	
	INTERPRETATION <input type="checkbox"/> Tempo <input type="checkbox"/> Dynamics <input type="checkbox"/> Phrasing <input type="checkbox"/> Style <input type="checkbox"/> Expression, Nuance & Artistry	

TOTAL	FINAL RATING	TOTAL SCORE to FINAL RATING with DESCRIPTORS
Add the five scores above	Convert the Total Score to the Final Rating according to the table on the right.	63-75 I Superior A+ Outstanding
		48-62 II Excellent A Advanced
		33-47 III Good B Proficient
		18-32 IV Fair C Basic
		5-17 V Unprepared U Below Basic

OTHER FACTORS (+, Blank or -) (Not scored; does not affect Final Rating)	Adjudicator Signature
<input type="checkbox"/> Conduct, Confidence & Approach	_____
<input type="checkbox"/> Appearance & Facial Expression	
<input type="checkbox"/> Choice of Repertoire	
<input type="checkbox"/> Response to Conductor	

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EVALUATION AREA	ATTRIBUTES TO CONSIDER FOR ASSESSMENT AND AS 'TALKING POINTS' FOR ORAL & WRITTEN COMMENTS
TONE	Quality; Clarity; Focus; Maturity; Projection; Use of air speed, amount and support; Control throughout range of dynamics, textures and pitches; Consistency and evenness of sonority; Resonance; Control of coloration; Blend within section and ensemble; Balance of parts overall, of parts depending on role within the texture, and of parts depending on role within the chord; Balance with accompaniment; Posture impacting tone; Appropriate use of vibrato;
INTONATION	Within the individual singer, section and ensemble overall; Within the melodic or individual lines; Throughout range of dynamics and pitches; Within unisons, intervals and chords; Tonality awareness; Pitch center; Adjustments and recovery;
ACCURACY	Notes overall and within the contexts of tonality, key changes and accidentals outside of the key; Pulse stability; Rhythm including subdivision and patterns that include rests, ties, dotted notes and syncopation; Articulation method; Melismatic Syllables; Clarity of consonants at the beginning, middle and ends of words; Vowel formation and placement consistently correct; Vowels pure and unified throughout range of pitch and dynamics; Diphthongs consistently correct and unified; Naturalness of pronunciation correct and language-appropriate; Enunciation clear, precise and stylistically appropriate
TECHNIQUE	Facility as the ease of execution of technical passages; Flexibility as the ease of maneuverability throughout range; Rhythms vertically aligned; Managing breath control; Ensemble cohesiveness
INTERPRETATION	Tempo – stability, changes, range and contrast; Dynamics – levels, changes, range and contrast; Phrasing, phrase shaping and contouring; The realization of the composer's aesthetic intent; Syllabic and word stress enhances phrasing and meaning of the text; Style in terms of performance practice and historical context; Articulation implied by the style; Projecting mood; Communicating text; Nuance and artistic subtleties; Sensitivity; Musicality; Effect; Emotion or Feelingfulness

ADDITIONAL COMMENTS