CHORUS
Assessment Form

Music Performance Assessments

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

School: _____ Ensemble Name: _____ Declared Grade Level: _____

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	**SPECIFIC ASPECTS** **+** Area of strength; Noticeably strong within rating **Blank** Commensurate to rating **-** Area of concern; Noticeably needing attention within rating	Use the space below and on the back for specific written input focusing on identifying and enhancing areas of strength as well as identifying and addressing areas of concern.

SCORE	EVALUATION AREA	COMMENTS
	TONE	
	Quality	
	Consistency (throughout range of pitch & dynamics)	
	Blend (within parts & ensemble)	
	Balance (between sections & within the harmony & texture)	
	PITCH/INTONATION	
	Pitch accuracy	
	Intonation consistency within parts	
	Intonation consistency between parts	
	RHYTHM	
	Consistency of Time & Meter	
	Rhythmic Accuracy	
	Entrances & Releases	
	TECHNIQUE	
	Clarity of Diction	
	Accuracy & Uniformity of Pronunciation	
	Facility & Unity (vertical alignment)	
	EXPRESSION	
	Through the Text & Syllabic Stress	
	Through Tempo	
	Through Dynamics	
	Through Phrasing (shaping of notes/lines)	
	Through Facial Expression/Physical Involvement	
	Unity of Idiomatic Style/Interpretation	

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 using the Roman numeral only. **Do not include a '-' or a '+'**	63-75 **I** A+ (63-66 I- 67-71 I 72-75 I+) Superior Outstanding 48-62 **II** A (48-52 II- 53-57 II 58-62 II+) Excellent Advanced 33-47 **III** B (33-37 III- 38-42 III 43-47 III+) Good Proficient 18-32 **IV** C (18-22 IV- 23-27 IV 28-32 IV+) Fair Basic 5-17 **V** U Unprepared Below Basic

OTHER FACTORS (+ , Blank or -) (Not scored; does not affect Final Rating)

Comportment	
Choice of Repertoire	
Conducting/Response to Conducting	

_____
Adjudicator Signature

ADDITIONAL COMMENTS BY PIECE

PIECE #1	
PIECE #2	
PIECE #3	
OVERALL	

PMEA MPA Assessment Form: Chorus
ADDITIONAL DESCRIPTORS

What Adjudicators are listening for within each Evaluation Area

EVALUATION AREA	ADDITIONAL DESCRIPTORS
Specific Aspects	

TONE	ADDITIONAL DESCRIPTORS
Quality	• Overall quality of the musical sound characteristic of the voices/vocal parts involved • Unified tone concepts • Breath support • Consistency within sections and across the ensemble
Consistency (throughout range of pitch & dynamics)	• Flexibility
Blend (within parts & ensemble)	
Balance (between sections & within the harmony & texture)	• Balance within parts of chords • Balance within the texture reflecting the changing roles of parts throughout the piece---melody vs. accompaniment; upper voices vs. lower voices) • Balance within types of accompaniments (countermelody, rhythmic, sustained, bass line, etc.) • Balance adjustments reflecting moving parts, melodic interjections, etc. • Balance with the accompaniment

PITCH/INTONATION	ADDITIONAL DESCRIPTORS
Pitch accuracy	• Notes within the key and after key changes • Notes that aren't in the key signatures and applying written accidentals through the end of the measure • Intonation within the musical line (horizontal) within the tonality
Intonation consistency within parts	• Throughout range of pitch and dynamics
Intonation consistency between parts	• Within intervals and role within the chord structure and range of texture density

RHYTHM	ADDITIONAL DESCRIPTORS
Consistency of Time & Meter	• Steady beat within initial tempo and tempo changes • Clear sense of meter (duple vs. triple vs. quadruple, simple vs. compound, asymmetrical, mixed, etc.) • Meter changes
Rhythmic Accuracy	• Length of notes and rests; execution of rhythm patterns and combinations
Entrances & Releases	• On beat and off beat entrances

TECHNIQUE	ADDITIONAL DESCRIPTORS
Clarity of Diction	
Accuracy & Uniformity of Pronunciation	
Facility & Unity (vertical alignment)	• Facility as the ease of execution of technical passages throughout t the choir • Fluency and evenness throughout the vocal ranges • Unity of rhythms and technical passages being vertically aligned

EXPRESSION	ADDITIONAL DESCRIPTORS
Through the Text & Syllabic Stress	
Through Tempo	• Expressive use and control of tempo and tempo alterations
Through Dynamics	• Expressive use of volume levels reflecting written dynamics and role of parts within the texture throughout the piece • Expressive use and control of dynamic levels, changes and range
Through Phrasing (shaping of notes/lines)	• Expressive use of phrasing (breathing; singing 'musical sentences') • Expressive use of phrasing through shaping and contouring; inflection
Through Facial Expression/Physical Involvement	
Unity of Idiomatic Style/Interpretation	• Unity in applying musically appropriate style and stylistic nuance throughout the choir; clear sense of 'ensemble' • Unity in applying historical performance practice • Interpreting the musical intent of the composer and/or arranger