


Wisconsin School Music Association Concert Group Festival

Choir	WSMA Acct. # _____ School: _____ City: _____	
	Festival Site: _____ Festival Site #: _____ Date: _____	Site: _____ Perf Time: _____
	Director: _____	
	Ensemble Type: _____ # of performers: _____	
	Class _____ Required Selection: _____	
	Title: _____	
Others: _____		Adjudicator
Total Length: _____		

Comments Only	Circle comments throughout the rubric that best describe the performance you are hearing.	Comments/Suggestions: Use available spaces on this page and back of form.
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Tone	<ul style="list-style-type: none"> ● Breathing ● Vowels (ee, ah, oh, oo) ● Posture 	<p>A: Ensemble tone is open, mature, resonant, focused and well-supported throughout. Posture, vowels are consistently correct. B, C & M: Ensemble tone is focused and well-supported for this class. Posture, vowels are consistently correct.</p>	<p>Ensemble tone is usually focused and well-supported for this class. Minor breathing, vowels and/or posture problems occur in outer ranges, dynamics.</p>	<p>Ensemble tone is inconsistent for this class. Incorrect breathing, vowels, and/or posture problems are evident on some passages.</p>	<p>Lack of understanding on how to produce the basic ensemble tone for this class. Correct breathing, vowels, and/or posture skills are missing.</p>
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Comments: _____

Standards; A.4.1, A.8.5, A.8.6, A.12.3, A.12.6, G.4.3, G.8.3, G.8.4, G.12.4, G.12.5

Intonation	<ul style="list-style-type: none"> ● Accuracy ● Pitch Adjustment Skills 	<p>Accurate intonation in all ranges and registers. Pitch adjustments are consistently successful.</p>	<p>Minimal intonation difficulties. Pitch adjustments are usually successful.</p>	<p>Intonation problems on some notes. Pitch adjustment skills are still developing.</p>	<p>Intonation problems on many notes. Pitch adjustment skills are not developed.</p>
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Comments: _____

Standards; A.4.1, A.8.5, A.8.6, A.12.3, A.12.6, G.4.3

Choral Blend	<ul style="list-style-type: none"> ● Blend ● Listening Skills ● Harmonic Balance 	<p>Musical and correct harmonic balance, blend throughout. Effective listening skills are evident throughout.</p>	<p>Usually correct, musical harmonic balance, blend. A few errors in listening skills.</p>	<p>Dominance by one or more players or sections creates occasional harmonic balance/blend problems. Listening skills are developing.</p>	<p>Little attention given to harmonic balance, blend. Listening skills appear to be missing throughout.</p>
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Comments: _____

Standards; A.4.1, A.8.5, A.8.6, A.8.7, A.12.2, A.12.3, A.12.4, A.12.5, A.12.6, A.12.7, F.4.7, F.4.8, F.12.6, G.4.3

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WSMA Concert Group Festival • Choir Evaluation Form

Diction	<ul style="list-style-type: none"> ● Consonant Clarity ● Vowel Color ● Enunciation 	Vowel colors are consistently correct and unified. Consonants are clearly enunciated at the beginning, middle, and ends of words.	Minor errors in vowel clarity, and/or consonant enunciation at the beginning, middle, and ends of words.	Inconsistent vowels and/or enunciation of consonants, especially during technical and/or melisma passages.	Inconsistent vowels and/or missing consonants throughout.
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Comments: _____

Standards; A.4.1, A.8.5, A.8.6, A.12.3, A.12.6, G.4.3

Interpretation	<ul style="list-style-type: none"> ● Text Communication ● Phrasing ● Dynamics ● Tempo ● Expression ● Shaping 	Musical and accurate text communication with accurate phrasing, dynamics, tempo, expression, and shaping for this class.	Minor inconsistencies with text communication, phrasing, dynamics, tempo, expression and/or shaping for this class.	Text expression and phrasing are present but sometimes undefined. Dynamics, consistent tempo, expression, and/or shaping are sometimes absent.	A lack of attention to text communication, phrasing, dynamics, correct tempo, expression and/or shaping.
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Comments: _____

Standards; A.4.2, A.8.6, A.12.3, A.12.6, E.4.3, E.8.7, F.4.4, F.4.8, F.8.5, F.12.5, F.12.6, F.12.7, F.12.8, F.12.9, F.12.10, G.4.3, G.12.4, G.12.5, G.12.6, H.4.1, H.4.2, H.8.5, H.12.7, I.8.4, I.8.5, I.8.6, I.12.4, I.12.7

Technique	<ul style="list-style-type: none"> ● Notes ● Rhythms ● Pulse 	Correct and unified notes, rhythms and pulse throughout.	Infrequent errors. A few minor note, rhythm, and/or pulse problems on some technical passages.	Numerous incorrect notes, rhythms, and/or pulse errors especially during technical and/or melisma passages.	Lack of attention to correct notes, rhythms, and/or pulse throughout.
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Comments: _____

Standards; A.4.1, A.8.5, A.8.6, A.12.3, A.12.6, E.4.1, E.4.3, E.8.5, E.8.7, E.12.4, E.12.5, E.12.8, F.12.6, G.4.3

Presentation	<ul style="list-style-type: none"> ● Attention to Director ● Ensemble Deportment 	Students watch and respond to director throughout the performance. Ensemble members are respectful, courteous and cooperative throughout.	Minor lapses in students' abilities to watch and/or respond to director. Members are usually respectful, courteous and cooperative with a few exceptions.	Students usually watch others or their music, and response to director is often missing. Respect, courtesy, and/or cooperation are not often apparent.	A lack of attention to director throughout. Respect, courtesy, and cooperation do not appear to be present in this group.
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Comments: _____

Standards; A.4.5, A.12.2, A.12.5

Adjudicators: Please write any necessary conductor messages on a separate sheet of paper. Revised 2008