

Choral Literacy Performance Assessment

** Highlight texts are areas that suggest mastery*
** Circled texts are areas that need attention*

FESTIVAL NAME

DATE

LOCATION

SCHOOL

CHOIR

CONDUCTOR

ORGANIZING CHOIR

FESTIVAL ADJUDICATOR NAME

COMMENTS

DIRECTOR

PIECE

REPORTED SELF-ASSESSMENT SCORE

ADJUDICATOR TOTAL POINTS

LEVEL

Level 2 ELEMENTARY & MIDDLE SCHOOL, EMERGING HIGH SCHOOL, CHURCH / COMMUNITY, NON-AUDITIONED COLLEGIATE	VOCAL TECHNIQUE												MUSICIANSHIP															
	Tonal Technique								Breath Technique				Artistry															
	RESONANCE & VOWELS		BLEND & BALANCE		VOCAL FACILITY & INDEPENDENCE		INTONATION		BREATH MANAGEMENT		DYNAMICS		ARTICULATION		DICTION		RHYTHM (PRECISION, CLARITY, EXPRESSION)		EXPRESSION & ARTISTRY (STYLE, FORM, EXPRESSION)									
	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____									
2.0 – 2.3 Emerging	Basic vowel uniformity and space in [i, e, a, o, u] demonstrated.	0	Blend demonstrated by basic vowel uniformity and matching vowel shape.	0	Stepwise melodies, slow to moderately fast, and intervals of 3rds, 4ths, 5ths sung clearly.	0	Basic understanding of intonation demonstrated	0	Good posture is demonstrated.	0	Dynamics of <i>p, mp, mf, f</i> , demonstrated from song to song.	0	Basic types of articulation (accent and <i>legato</i> , heavy and light, long and short) demonstrated.	0	Text is sung clearly and projects.	0	Unified diction results in rhythmic clarity.	0	Unique style for each piece demonstrated by dynamic, tempo, articulation, and text.	0								
	Resonance demonstrated by creating space in mouth, such as “tall, dome, or lofted” space.	1		1		1		1		1		1		1		1		1		1	1	1	1	1				
	Resonance consistent in vowels [i, e, a, o, u] in middle register.	2		2		2		2		2		2		2		2		2		2	2	2	2	2	2	2	2	
	Resonance consistent in vowels [i, e, a, o, u] in middle register.	3		3		3		3		3		3		3		3		3		3	3	3	3	3	3	3	3	
2.4 – 2.6 At Level	Treble voices sing mostly in “head” voice, some mixing into “chest” voice evident.	4	Blend most successful in slow moving passages, cadences and with vowels [u, o, a, i].	4	Unison, partner songs, and simple counterpoint sung with clarity.	4	Close parallel harmonies, or minor dissonance are / not sung with clarity.	4	Tuning during unison passages and within sections is demonstrated.	4	Breath energy is sustained at louder dynamics.	4	Articulation affected by text and volume. <i>Legato</i> singing demonstrated.	4	Consonant clarity heard, especially at onsets of phrases and louder dynamics.	4	Consonants before the beat and internal consonants are / not demonstrated.	4	Form demonstrated by contrasting dynamics of verses or phrases.	4								
	T and B changing voices sing mostly in “head” voice as low notes appear.	5		5		5		5		5		5		5		5		5		5	5	5	5	5	5	5		
		6		6		6		6		6		6		6		6		6		6	6	6	6	6	6	6	6	
		7		7		7		7		7		7		7		7		7		7	7	7	7	7	7	7	7	
2.7 – 2.9 Readiness to Advance	Resonance is / not affected by text and extremes of dynamic and range.	8	Balance needs due to personnel and repertoire addressed.	8	Singing in non-Western classical styles demonstrated.	8	Individual tuning issues (i.e. scooping, over singing), are / not heard.	8	Breath energy is / not sustained at softer dynamics.	8	“Stagger breathing” demonstrated.	8	Dynamic extremes do / not affect resonance and pitch.	8	Non-English language text is demonstrated.	8	Rhythms more complex than quarter, eighth note patterns demonstrated.	8	Most of the choir demonstrates facial expression and /or appropriate movement during singing.	8								
		9		9		9		9		9		9		9		9		9		9	9	9	9	9	9	9		
	EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____		EMERGING INTO NEXT LEVEL, EST. SCORE: _____									

Level 3 ADVANCED MIDDLE SCHOOL, JUNIOR HIGH CHOIRS, MANY HIGH SCHOOL, CHURCH, COMMUNITY, AND ENTRY-LEVEL COLLEGIATE CHOIRS	VOCAL TECHNIQUE												MUSICIANSHIP														
	Tonal Technique								Breath Technique				Artistry														
	RESONANCE & VOWELS		BLEND & BALANCE		VOCAL FACILITY & INDEPENDENCE		INTONATION		BREATH MANAGEMENT		DYNAMICS		ARTICULATION		DICTION		RHYTHM (PRECISION, CLARITY, EXPRESSION)		EXPRESSION & ARTISTRY (STYLE, FORM, EXPRESSION)								
	WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____		WORKING FOR MASTERY IN PREV. LEVEL, EST. SCORE: _____								
3.0 – 3.3 Emerging	Vowel uniformity, space, and color consistent with vowels [i, e, ε, a, o, u].	0	Blend demonstrated within sections throughout middle voice.	0	Singers demonstrate growing technique (resonance expanding range, agility) in short passages.	0	Listening to selves, others, demonstrated.	0	Good posture consistently demonstrated.	0	Dynamic contrast results in developing musicality or artistry.	0	More challenging articulations, (<i>crescendo</i> on dotted or tied notes, <i>fp, sfz, fermata</i> , and clarity of faster-moving passages) demonstrated.	0	Clear, initial onset, and final offset consonants demonstrated.	0	Counting together and inner pulse demonstrated by precision.	0	Artistry demonstrated by following composer’s musical indications, resulting in varied approaches from piece to piece.	0							
	Resonating spaces such as “tall, dome, or lofted” demonstrated.	1		1		1		1		1		1		1		1		1		1	1	1					
	Resonance adjustment through vowel modification demonstrated.	2		2		2		2		2		2		2		2		2		2	2	2	2	2	2	2	2
		3		3		3		3		3		3		3		3		3		3	3	3	3	3	3	3	3
3.4 – 3.6 At Level	Resonance consistent throughout middle voice.	4	Balance needs due to personnel and repertoire addressed.	4	Repertoire-based balance variations demonstrated.	4	Most intervals are / not sung clearly at a moderate tempo.	4	Breath energy consistently sustained at louder dynamics, softer dynamics is / not consistent.	4	Extreme dynamics, or dynamic changes, do / not affect resonance.	4	<i>Legato</i> consistently demonstrated.	4	Clarity of internal consonants demonstrated.	4	<i>Accelerando</i> and <i>ritardando</i> performed with accuracy, tempo changes do / not affect tone or breath management.	4	Form demonstrated by a buildup to a “high point” in each piece.	4							
	Treble voices develop “mix,” T and B develop relaxed “head” voice and forward lower voice.	5		5		5		5		5		5		5		5		5		5	5	5	5	5	5	5	
		6		6		6		6		6		6		6		6		6		6	6	6	6	6	6	6	
		7		7		7		7		7		7		7		7		7		7	7	7	7	7	7	7	
3.7 – 3.9 Readiness to Advance		8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8								
		9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9										
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