

School: _____

Date: _____

Sight Reading Rubric for OSAA State Choir Festival

Domain	Poor <u>0-1 point</u>	Fair <u>2 points</u>	Good <u>3 points</u>	Excellent <u>4 points</u>	Superior <u>5 points</u>
Rhythmic Exercise (0-5 points) <i>*Any choir that has to restart will receive a maximum score of 4</i> <hr/> Rhythm Score	<p>Little or no accurate rhythms are performed. There are errors made throughout each measure. There is no consistent tempo, nor is there evidence of musical flow or adherence to dynamic or articulation markings. Singers are off task.</p>	<p>There are some accurate rhythms (5 or more errors). The tempo is unsteady. Musical flow is halted or interrupted. Dynamic and articulation markings are not followed. Some singers are off task. Contribution is not evenly distributed amongst the choir. Individual students are louder, and not blending in the texture, while others are minimally engaged.</p>	<p>Rhythmic accuracy is evident much of the time (3-4 errors). The tempo is generally steady, and musical flow is slightly irregular. Dynamic and articulation markings are attempted, but not consistent throughout the group. Most singers are on task and contributing to the group performance at the same level.</p>	<p>Rhythmic accuracy is evident most of the time (1-2 errors). The tempo is consistent and flow is musical throughout. Dynamics and articulations are present and generally consistent throughout the group. Singers are on task most of the time and are contributing at a consistent level throughout.</p>	<p>Rhythmic accuracy all of the time (0 errors). The tempo is consistent, and the performance is musical throughout. Dynamics and articulations are executed with nuance and are consistent throughout the group. All students are on task at all times. All students are contributing at the highest level of musicianship.</p>
Unison Exercise (0-10 points) <i>*Any choir that has to restart will receive a maximum score of 8</i> <hr/> Unison Score	<p>Little or no accurate pitches and rhythms are evident, and mistakes are made throughout each measure. There is no consistent tempo. Musical flow or adherence to dynamic and articulation markings are absent. Singers are off task.</p>	<p>Some accurate pitches and rhythms are evident (5 or more errors). The tempo is somewhat unsteady. Musical flow is halted or interrupted. Dynamic and articulation markings are not followed. Some singers are off task. Contribution is not evenly distributed amongst the choir. Individual students are louder, and not blending in the texture, while others are minimally engaged.</p>	<p>Melodic and rhythmic accuracy are evident much of the time (3-4 errors). The tempo is generally steady, and musical flow is slightly irregular. Dynamic and articulation markings are attempted, but not consistent throughout the group. Most singers are on task and contributing to the group performance at the same level.</p>	<p>Melodic and rhythmic accuracy most of the time (2 errors). The tempo is consistent and flow is musical throughout. Dynamics and articulations are present and generally consistent throughout the group. Singers are on task most of the time and are contributing at a consistent level throughout.</p>	<p>Melodic and rhythmic accuracy all of the time (1 error or less). The tempo is consistent, and the performance is musical throughout. Dynamics and articulations are executed with nuance and are consistent throughout the group. All students are on task at all times. All students are contributing at the highest level of musicianship.</p>
Two Part Exercise (0-15 points) <i>*Any choir that has to restart will receive a maximum score of 12</i> <hr/> Two-Part Score	<p>Little or no accurate pitches and rhythms are evident, and mistakes are made throughout each measure. There is no consistent tempo. Musical flow or adherence to dynamic and articulation markings are absent. Singers are off task.</p>	<p>Some accurate pitches and rhythms are evident (5 or more errors per part). The tempo is somewhat unsteady. Musical flow is halted or interrupted. Dynamic and articulation markings are not followed. Some singers are off task. Contribution is not evenly distributed amongst the choir. Individual students are louder, and not blending in the texture, while others are minimally engaged.</p>	<p>Melodic and rhythmic accuracy are evident much of the time (3-4 errors per part). The tempo is generally steady, and musical flow is slightly irregular. Dynamic and articulation markings are attempted, but not consistent throughout the group. Most singers are on task and contributing to the group performance at the same level.</p>	<p>Melodic and rhythmic accuracy most of the time (2 errors per part). The tempo is consistent and flow is musical throughout. Dynamics and articulations are present and generally consistent throughout the group. Singers are on task most of the time and are contributing at a consistent level throughout.</p>	<p>Melodic and rhythmic accuracy all of the time (1 error or less per part). The tempo is consistent, and the performance is musical throughout. Dynamics and articulations are executed with nuance and are consistent throughout the group. All students are on task at all times. All students are contributing at the highest level of musicianship.</p>
Four Part Exercise (30 points) <i>*Any choir that has to restart will receive a maximum score of 24</i> <hr/> Four-Part Score	<p>Little or no accurate pitches and rhythms are evident, and mistakes are made throughout each measure. There is no consistent tempo. Musical flow or adherence to dynamic and articulation markings are absent. Singers are off task.</p>	<p>Some accurate pitches and rhythms are evident (5 or more errors per part). The tempo is somewhat unsteady. Musical flow is halted or interrupted. Dynamic and articulation markings are not followed. Some singers are off task. Contribution is not evenly distributed amongst the choir. Individual students are louder, and not blending in the texture, while others are minimally engaged.</p>	<p>Melodic and rhythmic accuracy are evident much of the time (3-4 errors per part). The tempo is generally steady, and musical flow is slightly irregular. Dynamic and articulation markings are attempted, but not consistent throughout the group. Most singers are on task and contributing to the group performance at the same level.</p>	<p>Melodic and rhythmic accuracy most of the time (2 errors per part). The tempo is consistent and flow is musical throughout. Dynamics and articulations are present and generally consistent throughout the group. Singers are on task most of the time and are contributing at a consistent level throughout.</p>	<p>Melodic and rhythmic accuracy all of the time (1 error or less per part). The tempo is consistent and the performance is musical throughout. Dynamics and articulations are executed with nuance and are consistent throughout the group. All students are on task at all times. All students are contributing at the highest level of musicianship.</p>
<hr/> TOTAL SCORE (out of 60)					
<p>_____</p> <p>Adjudicator Signature</p>					



OSAA / OMEA / ACDA Choral Evaluation

School: _____
 Choir: _____
 Director's Name _____
 Classification: _____
 Classification _____

Selections: 1. _____
 2. _____
 3. _____
 4. _____
 5. _____

Order of Appearance _____

Date _____

QUALITY OF SOUND	
Tone Intonation Vowel Uniformity Blend Balance	
30	
TECHNIQUE	
Rhythm / Precision Diction / Articulation Facility Preparation of Parts	
30	
MUSICALITY	
Interpretation / Style Phrasing Expression Sensitivity Dynamics	
30	
OTHER FACTORS	
Literature/Programming (6) Engagement (4)	
10	
TOTAL SCORE	GENERAL COMMENTS AND SUGGESTIONS FOR IMPROVEMENT
100	
RATING CONVERSION TABLE	
44-49 III+	94-100 I+
31-43 III	81-93 I
25-30 III-	75-80 I-
19-24 IV+	69-74 II+
7-18 IV	56-68 II
0-6 IV-	50-55 II-

ADJUDICATOR SIGNATURE: _____

Adjudicator may use back if necessary. Points earned to be based on performance descriptors and point values appearing on the "ACDA Delineated Adjudication Guide" and "Scoring Guide for Other Factors."