ACDA-MN State Conference
Performing Choirs Rubric
adopted from the ACDA National Audition for Performance Rubric

PERFORMANCE

	1: Poor	2: Fair	3: Good	4: Excellent
Tone/Vocal Production	Tone: • Free & vibrant • Age appropriate • Respectful to the musical tradition of each piece Production: • Appropriate to the style • Respectful to the musical tradition and/or performance practice of the song (piece?)			

	1: Poor	2: Fair	3: Good	4: Excellent
Pitch and Intonation	• Notes/pitches are correct • Accurate melodic and harmonic relationships between intervals • Chords are in tune			

	1: Poor	2: Fair	3: Good	4: Excellent
Rhythmic Accuracy	• Demonstrated control of pulse, tempo, and rhythmic patterns appropriate to the musical tradition of each piece • Attacks and releases performed correctly • Appropriate tempi observed			

	1: Poor	2: Fair	3: Good	4: Excellent
Musical Expression and Style	• Phrasing is appropriate & respectful to the music tradition of each piece • Dynamics is appropriate & respectful to the music tradition of each piece • Articulations is appropriate & respectful to the music tradition of each piece • Word stress appropriate & respectful to the music tradition of each piece			

	1: Poor	2: Fair	3: Good	4: Excellent
Diction	• Appropriate to the style of the piece • Respectful to the musical tradition of each piece			

	1: Poor	2: Fair	3: Good	4: Excellent
Application Repertoire	• Repertoire forms a cohesive unit • Repertoire represents a variety of styles and musical traditions • Repertoire is representative of diverse cultures and communities • Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence			

	1: Poor	2: Fair	3: Good	4: Excellent
Proposed Repertoire	• Proposed repertoire forms a cohesive unit • Proposed repertoire represents a variety of styles and musical traditions • Repertoire is representative of diverse cultures and communities • Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence			

ENSEMBLE STATEMENT

	0: No	3: Yes
Purpose and relevance	• The statement suggests that social, cultural, and equity elements as they relate to the music are considered in the ensemble's process. • The statement suggests the ensemble would offer a unique experience for ACDA-MN State Conference attendees.	
Context	• The statement thoroughly provides context about the ensemble, program, and/or organization which helps the panel better understand how to evaluate the ensemble.	
Culturally Responsive Pedagogy	• The statement suggests they take a singer/community-centered approach to repertoire selection, pedagogy, and performance (i.e. programming music which reflects the cultural heritage of their community, consulting with culture bearers, and developing students' cultural competence).	