

**ACDA National Conference  
Performing Choirs Rubric  
Cincinnati 2023**

**PERFORMANCE**

	1: Poor	2: Fair	3: Good	4: Excellent
Tone/Vocal Production	Tone: <ul style="list-style-type: none"> <li>• Free &amp; vibrant</li> <li>• Age appropriate</li> <li>• Respectful to the musical tradition of each piece</li> </ul> Production: <ul style="list-style-type: none"> <li>• Appropriate to the style</li> <li>• Respectful to the musical tradition and/or performance practice of the song</li> </ul>			
	1: Poor	2: Fair	3: Good	4: Excellent
Pitch and Intonation	<ul style="list-style-type: none"> <li>• Notes/pitches are correct</li> <li>• Accurate melodic and harmonic relationships between intervals</li> <li>• Chords are in tune</li> </ul>			
	1: Poor	2: Fair	3: Good	4: Excellent
Rhythmic Accuracy	<ul style="list-style-type: none"> <li>• Demonstrated control of pulse, tempo, and rhythmic patterns appropriate to the musical tradition of each piece</li> <li>• Attacks and releases performed correctly</li> <li>• Appropriate tempi observed</li> </ul>			

	1: Poor	2: Fair	3: Good	4: Excellent
Musical Expression and Style	<ul style="list-style-type: none"> <li>● Phrasing is appropriate &amp; respectful to the music tradition of each piece</li> <li>● Dynamics is appropriate &amp; respectful to the music tradition of each piece</li> <li>● Articulations is appropriate &amp; respectful to the music tradition of each piece</li> <li>● Word stress appropriate &amp; respectful to the music tradition of each piece</li> </ul>			
	1: Poor	2: Fair	3: Good	4: Excellent
Diction	<ul style="list-style-type: none"> <li>● Appropriate to the style of the piece</li> <li>● Respectful to the musical tradition of each piece</li> </ul>			
	1: Poor	2: Fair	3: Good	4: Excellent
Application Repertoire	<ul style="list-style-type: none"> <li>● Repertoire forms a cohesive unit</li> <li>● Repertoire represents a variety of styles and musical traditions</li> <li>● Repertoire is representative of diverse cultures and communities</li> <li>● Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence</li> </ul>			
	1: Poor	2: Fair	3: Good	4: Excellent
Proposed Repertoire	<ul style="list-style-type: none"> <li>● Proposed repertoire forms a cohesive unit</li> <li>● Proposed repertoire represents a variety of styles and musical traditions</li> <li>● Repertoire is representative of diverse cultures and communities</li> <li>● Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence</li> </ul>			

**ENSEMBLE STATEMENT**

	0: No	3: Yes
Purpose and relevance	<ul style="list-style-type: none"><li>• The statement suggests that social, cultural, and equity elements as they relate to the music are considered in the ensemble's process.</li><li>• The statement suggests the ensemble would offer a unique experience for National ACDA conference attendees, particularly in comparison to past performances.</li></ul>	
Context	<ul style="list-style-type: none"><li>• The statement thoroughly provides context about the ensemble, program, and/or organization which helps the panel better understand how to evaluate the ensemble</li></ul>	
Culturally Responsive Pedagogy	<ul style="list-style-type: none"><li>• The statement suggests they take a student/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)</li></ul>	