

**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 <b>AND one or more of the following:</b> <ul style="list-style-type: none"> <li>a. Repertoire represents a variety of styles and musical traditions</li> <li>b. Repertoire is representative of diverse cultures and communities</li> <li>c. Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence</li> </ul> </li> </ul> |         |         |              |
|                              | 1: Poor                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 2: Fair | 3: Good | 4: Excellent |
| Proposed Repertoire          | <ul style="list-style-type: none"> <li>• Repertoire forms a cohesive unit <b>AND one or more of the following:</b> <ul style="list-style-type: none"> <li>a. Repertoire represents a variety of styles and musical traditions</li> <li>b. Repertoire is representative of diverse cultures and communities</li> <li>c. Repertoire promotes historically marginalized voices/composers, addresses themes of societal inequalities, and/or promotes cultural competence</li> </ul> </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>                      |        |