

**West Virginia
American Choral Directors' Association
High School Honor Choir
Audition Rubric**

1. Tone Quality	Tone lacks appropriate space, support, focus, resonance and release.	Tone seldom exhibits appropriate space, support, focus and release.	Tone occasionally exhibits appropriate space, support, resonance and release, but also features excessive tension and/or breathiness.	Tone is energized and often exhibits consistent space, support, focus, resonance and release.	Tone is consistently healthy, vibrant, resonant, free and well supported throughout the singer's entire range.						
	0	1	2	3	4	5	6	7	8	9	10
	comments:										
2. Pitch/Intonation	Performance exhibited few accurate or secure pitches and limited sense of tonal center.	Performance exhibited frequent pitch errors and/or an inconsistent sense of tonal center.	Performance exhibited occasional pitch errors/intonation issues and/or occasional loss of tonal center.	Performance exhibited occasional isolated pitch errors/intonation issues and/or isolated departures from the tonal center.	Performance exhibited accurate pitch, excellent intonation, and consistent sense of tonal center.						
	0	1	2	3	4	5	6	7	8	9	10
	comments:										
3. Rhythm	Performance exhibited few accurate or secure rhythms and limited sense of pulse.	Performance exhibited frequent rhythmic errors and/or an inconsistent sense of pulse.	Performance exhibited occasional rhythmic errors and/or occasional tempo inconsistencies.	Performance exhibited occasional isolated rhythmic errors, and/or isolated tempo inconsistencies.	Performance exhibited accurate rhythms and consistent sense of tempo.						
	0	1	2	3	4	5	6	7	8	9	10
	comments:										
4. Vocal Technique (Posture and Breathing)	Singer exhibits no understanding of proper posture, breathing and/or vowel space/shape.	Singer exhibits some understanding of at least one of the following: posture, breathing and/or vowel space/shape.	Singer exhibits some understanding of proper posture, breathing and/or vowel space/shape, but has some difficulty consistently maintaining all aspects of technique at once.	Singer exhibits relatively consistent understanding of proper posture, breathing and/or vowel space/shape, and is simultaneously able to maintain all these aspects of technique.	Student exhibits consistent understanding of proper posture, breathing and vowel shape.						
	0	1	2	3	4	5	6	7	8	9	10
	comments:										
5. Diction/Text	Diction was poor, text was mumbled and/or slurred.	Diction could be understood, but vowels lacked sufficient vowel space and/or consonant articulation.	Diction was fairly good, occasional words or syllables were either not pronounced correctly, or lacked sufficient vowel space and consonant articulation.	Diction was very good, words and syllables were pronounced correctly with sufficient vowel space and consonant articulation.	Diction was excellent, words and syllables were pronounced correctly with sufficient vowel space and consonant articulation. Singer emphasized appropriate words and syllables in performance.						
	0	1	2	3	4	5	6	7	8	9	10

comments:										
6. Musicality	Performance completely lacked musicality - singer did not phrase correctly and/or did not observe diacritical markings. Breaths were taken at inappropriate places.	Performance was somewhat musical - singer's phrasing and observation of diacritical markings were inconsistent. Breaths were taken at inappropriate places.	Performance was fairly musical - singer's phrasing and observation of diacritical markings were more consistent. Occasional catch breaths were taken in appropriate places.	Performance was consistently musical - singer's phrasing and observation of diacritical markings were consistent. Occasional lost focus or intent did not detract from the performance	Performance was exceedingly musical - singer's phrasing and observation of diacritical markings exhibited consistent and thorough preparation.					
	0	1	2	3	4	5	6	7	8	9
comments:										
7. Sight-Singing Melody	Singer did not attempt the melody.	Singer attempted to read the melody, but could not complete it.	Singer read the entire melody, but made many rhythmic and/or pitch errors.	Singer read the entire melody with slight rhythmic and/or pitch errors.	Singer successfully read the entire melody with no rhythmic and/or pitch errors.					
	0	1	2	3	4	5	6	7	8	9
comments:										
8. Rhythmic Reading #1 (Simple Meter)	Singer did not attempt the rhythmic example.	Singer attempted to read the rhythmic example, but could not complete it.	Singer read the entire example, but made many rhythmic errors and/or could not maintain a consistent tempo.	Singer read the entire example at a relatively consistent tempo with slight rhythmic errors.	Singer successfully read the example at a consistent tempo with no rhythmic errors.					
	0	1	2	3	4	5	6	7	8	9
comments:										
9. Rhythmic Reading #2 (Compound Meter)	Singer did not attempt the rhythmic example.	Singer attempted to read the rhythmic example, but could not complete it.	Singer read the entire example, but made many rhythmic errors and/or could not maintain a consistent tempo.	Singer read the entire example at a relatively consistent tempo with slight rhythmic errors.	Singer successfully read the example at a consistent tempo with no rhythmic errors.					
	0	1	2	3	4	5	6	7	8	9
comments:										
10. Minor Scales	Singer did not attempt to sing the three forms of the minor scale.	Singer attempted to sing the three forms of the minor scale, but could not complete the exercise.	Singer sang the three forms of the minor scale, but made many pitch errors and/or could not maintain a consistent tempo.	Singer sang the three forms of the minor scale at a relatively consistent tempo with slight pitch errors.	Singer successfully sang the three forms of the minor scale at a consistent tempo with no pitch errors.					
	0	1	2	3	4	5	6	7	8	9
comments:										
TOTAL AUDITION SCORE _____ / 100										
ADDITIONAL COMMENTS:										
ADJUDICATOR SIGNATURE:										

ADJUDICATOR SIGNATURE.