



## PROCEDURE FOR DISTRICT PERFORMANCE ASSESSMENT

1. Mail a copy of the MENC card and the District Performance Assessment Form (F-9) with fees AND/OR COPY OF A SIGNED CHECK REQUISITION to the District Chairman at least 4 weeks prior to the assessment date. A school fee is required for this event. Any school submitting forms postmarked after the deadline will be assessed a \$50.00 late fee. **APPLICATIONS WILL NOT BE ACCEPTED LATER THAN 1 WEEK PRIOR TO THE EVENT, EVEN IF ACCOMPANIED BY A LATE FEE.** Purchase orders or check requests must be honored and a check presented before a choir is allowed to perform.
2. Although there is no required music list, directors should choose music of good quality and appropriateness for the age and voicing of the choir. Adjudicators may, and sometimes do, lower ratings based on the choice of music. Pop, vocal jazz, and Broadway show music is unsuitable for this assessment. Recorded accompaniment is not permitted.
3. Each large group must perform two selections from memory. Large groups must consist of 17 or more members.
4. Three original copies of each selection to be performed must be furnished at registration. Measures must be numbered in all the music being performed. Three completed adjudication sheets (F-10) and one sight-reading sheet (F-11) per choir must be presented at registration. **Photocopied music is illegal and not allowed.** Photocopied music will be accepted at district assessment **ONLY** if the director offers proper proof, in the form of a written communication from the supplier that the music in question had been ordered **at least eight weeks prior** to the assessment date.
5. Directors must register at LEAST 1 hour prior to their first scheduled warm-up time. If the choir is not present at its allotted time, the choir will perform at the end of the day's schedule.
6. Directors are to adhere to the allotted amount of warm-up time (15 min.) so it does not inconvenience others. This allotted time includes the choir's entrance and exit.
7. Each choir is adjudicated on the basis of one performance only. Stopping the choir and starting over or singing again any portion of a number will automatically lower the rating.
8. Choirs may not perform for District Assessment any music from the CURRENT year's All-State list, unless it is a different voicing or arrangement of that title.
9. Large groups/ensembles with like voicing from the same school may not perform the same literature.
10. If a school has more than one choir of the same voicing and ANY common membership, they cannot sight-read the same piece. (Alternate music will be provided by the chairman.)
11. Any music marked a cappella or piano score "for rehearsal only" must be performed a cappella.
12. Although a director may choose to perform a selection in a different key, he cannot edit the music.
13. Only directors may pick up ratings.
14. Directors are encouraged to require students to hear the performances of other choirs.
15. Schools may participate in another district only in the case of **school-related** conflicts. Any requests for audition reassignment must be made through your District Chairman. Your District Chairman will request reassignment from the President. If reassignment is granted, your District Chairman will make arrangements and inform the director of the new time and place.
16. An Adjudicator's Auxiliary Information Sheet (F-26) is available for directors to provide additional information about the performing group to adjudicators.



**District Large Group Performance Assessment Registration**

**ALABAMA VOCAL ASSOCIATION**

**PLEASE TYPE OR PRINT**

School \_\_\_\_\_ Phone (    ) \_\_\_\_\_ District \_\_\_\_\_

School Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Fax (    ) \_\_\_\_\_ Email Address \_\_\_\_\_

Director \_\_\_\_\_ Email Address \_\_\_\_\_

Home Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Cell Phone (    ) \_\_\_\_\_ Home Phone (    ) \_\_\_\_\_

**LIST CHOIRS BELOW IN ORDER OF PERFORMANCE PREFERENCE**

NAME OF CHOIR	PERFORMANCE VOICING	SR VOICING	# STUDENTS	FEES	TOTAL
_____	_____	_____	_____	@ \$1.50	_____
_____	_____	_____	_____	@ \$1.50	_____
_____	_____	_____	_____	@ \$1.50	_____
_____	_____	_____	_____	@ \$1.50	_____
_____	_____	_____	_____	@ \$1.50	_____
TOTAL STUDENTS _____ @ \$1.50					\$ _____
				SCHOOL FEE	_____ \$40.00
				LATE FEE     \$50.00	\$ _____
				<b>TOTAL FEES</b>	\$ _____

Requested date and time for performance (include potential scheduling conflicts):

\_\_\_\_\_

Enclose a school check for the above amount made payable to Alabama Vocal Association. Registration form and fees should be sent to the district chair. Purchase orders will be accepted with registration. A school check for the original number of students registered must be received by registration on the day this assessment begins. Students will not be allowed to participate until fees are paid. All schools with a scheduled time for an event must pay for that event in full. Deadline for application is four (4) weeks prior to assessment dates. Failure to include fees with this form by stated deadline will result in a \$50 late fee. No application (even with late fee) will be accepted one week prior to assessment. **BRING 3 COPIES OF ADJUDICATION SHEET, 3 ORIGINAL COPIES OF MUSIC WITH MEASURES NUMBERED, AND 1 COPY OF SIGHTREADING ADJUDICATION SHEET TO REGISTRATION WITH INFORMATION COMPLETE.** For more information see District Performance Assessment Procedure Page (P-5).

I have read and understand the Standing Rules of the AVA handbook pertaining to District Performance Assessment. I certify that the above information is correct and that the amount enclosed for fees is the correct amount due.

Date \_\_\_\_\_

Choral Director's Signature \_\_\_\_\_

Principal's Signature \_\_\_\_\_



# PERFORMANCE ASSESSMENT

Time of Appearance: \_\_\_\_\_ Date: \_\_\_\_\_

Rating \_\_\_\_\_

Name of Choir \_\_\_\_\_

School \_\_\_\_\_ Number of Singers \_\_\_\_\_

(Circle Score)  
Use No Plus/Minus

City \_\_\_\_\_ District \_\_\_\_\_ Grade Level \_\_\_\_\_

Selection\Composer\Voicing: \_\_\_\_\_

Selection\Composer\Voicing: \_\_\_\_\_

TONE (beauty, blend, control)

\_\_\_\_\_  
\_\_\_\_\_

INTONATION

\_\_\_\_\_  
\_\_\_\_\_

DICTION (clarity, naturalness, purity)

\_\_\_\_\_  
\_\_\_\_\_

TECHNIQUE (breathing, posture, precision, rhythm)

\_\_\_\_\_  
\_\_\_\_\_

BALANCE

\_\_\_\_\_  
\_\_\_\_\_

INTERPRETATION (expression, phrasing, style, tempo)

\_\_\_\_\_  
\_\_\_\_\_

MUSICAL EFFECT (artistry, ensemble, fluency, vitality)

\_\_\_\_\_  
\_\_\_\_\_

OTHER FACTORS (choice of music ,discipline, stage presence, appearance)

\_\_\_\_\_  
\_\_\_\_\_

Signature of Adjudicator \_\_\_\_\_

- 100
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## PROCEDURE FOR SIGHT-READING LARGE GROUP PERFORMANCE ASSESSMENTS

All choirs will sight-read at Large Group Assessment, whether participating for comments or ratings. Sight-reading is not open to the public. Voicing for sight-reading material is based upon the performance literature and age range of the group. The chart below provides specific guidelines for sight-reading materials.

Grade Level of Students	Voicing Performed	Voicing to Sight-read
6 <sup>th</sup>	Unison	Unison
6 <sup>th</sup>	2-Part (SA)	Unison or 2-Part (SA)
Middle School / Jr. High	Unison	Unison
Middle School / Jr. High	SA	SA
Middle School / Jr. High	SSA	SA or SSA
Middle School / Jr. High	TB	TB
Middle School / Jr. High	TTB	TB or TTB
Middle School / Jr. High	3-Part Mixed	3-Part Mixed
Middle School / Jr. High	SATB	SATB
High School	SA	SA
High School	SSA	SSA
High School	TB	TB
High School	TBB	TBB
High School	TTBB	TBB or TTBB
High School	SAB	SAB
High School	SATB	SATB

**Notes:**

- Any director who has upper level (select) middle school students in an ensemble may choose to sight-read the high school edition of the voicing for which they qualify. High school groups must always read the high school sight-reading selection for which they qualify.
- Directors who have more than one choir of the same grade level (MS or HS) and voicing will read an alternate sight-reading example with the second group.
- Directors with students in more than one group of the same voicing will read an alternate sight-reading example with the second group.

Sight-reading procedures are as follows:

1. Choirs will be met at the door of the sight-reading room.
2. Students will file in and be seated. Music will be distributed face down.
3. Directors may peruse the music as it is being distributed to the students.
4. When distribution of music is completed, the judge will begin timing the 5-min. study period. During the 5-min. study period:
  - The director may indicate any changes in key or time signatures.
  - The director may point out certain difficult passages and talk about them.
  - The director may speak words in rhythm WITH the choir.
  - The director may not sing any part of the audition number or have it played on the piano.
  - No singing by director or choir members may occur during the five-minute study period.
  - No pitch may be given on the piano during this period.
  - Directors are not allowed to perform with their students.
  - Directors may elect to have their choirs sing on a neutral syllable, solfeggio, numbers, or words.
  - Directors may transpose to accommodate the changing voice.
5. At the end of the five-minute study period, tonality will be established by scale, chords, and/or arpeggio.
6. Each section may be allowed to hum its starting tone, and the adjudication will begin.
7. During the performance the director may tap, snap, or clap a steady pulse, but may NOT sing with, speak to, tap, snap, or clap exact rhythms for the choir. Any violation of the above conditions will result in a lowered rating.
8. Choirs are allowed to sing the sight-reading number a second time, and directors may point out problem areas prior to the second reading.
9. At the conclusion of the adjudication, the choir will remain seated until all music has been collected.



## Sight-Reading Guidelines

### Middle School District Sight-Reading Guidelines

Choir	Time Signature	Melody	Rhythm	Tonality	Length
6 <sup>th</sup> Grade Unison	4/4	Stepwise	Quarter/Half/Whole/Dotted Half Notes	Major	8-10 measures
2 part	4/4, 2/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half Notes	Major	8-10 measures
SSA	4/4, 2/4, 3/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half Notes	Major	8-10 measures
TB	4/4	Stepwise	Quarter/Half/Whole/Dotted Half Notes	Major	8-10 measures
3 Pt. Mixed Boys (G-d <sup>1</sup> )	4/4, 2/4, 3/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half Notes	Major	8-10 measures
SATB	4/4, 2/4, 3/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half Notes	Major	8-10 measures

### High School District Sight-Reading Guidelines

Choir	Time Signature	Melody	Rhythm	Tonality	Length
TB	4/4, 2/4, 3/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures
TTB	4/4, 2/4, 3/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures
TTBB	4/4, 2/4, 3/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures
2 Pt.	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures
SSA	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures
SAB	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures
SATB	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	12-16 measures



## Middle School State Sight-Reading Guidelines

Choir	Time Signature	Melody	Rhythm	Tonality	Length
6 <sup>th</sup> Grade Unison	4/4, 2/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	8-12 Measures
2 Part	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes/Dotted Quarter Eighth	Major	8-12 Measures
SSA	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes/Dotted Quarter Eighths	Major	8-12 Measures
TB	4/4, 2/4	Arpeggiation of tonic chord	Quarter/Half/Whole/Dotted Half/Eighth Notes	Major	8-12 Measures
3 Pt. Mixed Boys Range (G-d <sup>1</sup> )	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth Notes/Dotted Quarter Eighth	Major	8-12 Measures
SATB	4/4, 2/4, 3/4	Thirds in the major scale	Quarter/Half/Whole/Dotted Half/Eighth notes/Dotted Quarter Eighths	Major	8-12 Measures



## High School State Sight-Reading Guidelines

Choir	Time Signature	Melody	Rhythm	Tonality	Length
TB	4/4, 2/4, 3/4, 2/2	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures
TTB	4/4, 2/4, 3/4, 2/2	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures
TTBB	4/4, 2/4, 3/4, 2/2	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures
2 Pt.	4/4, 2/4, 3/4, 2/2, 6/8	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures
SSA	4/4, 2/4, 3/4, 2/2, 6/8	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures
SAB	4/4, 2/4, 3/4, 2/2, 6/8	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures
SATB	4/4, 2/4, 3/4, 2/2, 6/8	Thirds in the major scale/ stepwise altered tones	Quarter/Half/Whole/Dotted Half/Eighth /Dotted Quarter Eighths/Eighth Quarter Eighth/Dotted Eighth 16 <sup>th</sup> Notes	Major	8-16 measures

Notes:

- 1) 1-2 altered tones may be used, but not required.
- 2) Altered tones should be stepwise.
- 3) Basic syncopated figures (eighth quarter eighth) should be used on a limited basis.
- 4) ALL EXAMPLES SHOULD USE AGE APPROPRIATE RANGES.



# SIGHTREADING – PERFORMANCE ASSESSMENT

Time of Appearance: \_\_\_\_\_ Date: \_\_\_\_\_ District \_\_\_\_\_

Rating \_\_\_\_\_

Name of Choir \_\_\_\_\_ Number of Singers \_\_\_\_\_

School \_\_\_\_\_ City \_\_\_\_\_

(Circle Score)  
Use No Plus/Minus

Grade Level \_\_\_\_\_ Voicing \_\_\_\_\_

100

99

98

TECHNICAL ACCURACY (correct intervals, feeling of tonality, note values, rhythms)

97

96

95

94

93

92

FLEXIBILITY (balance, precision, response to director)

91

90

89

88

87

86

INTERPRETATION (expression, phrasing, style, tempo)

85

84

83

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81

80

MUSICAL EFFECT (confidence, fluency, intonation, tone)

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BALANCE

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GENERAL COMMENTS

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Signature of Adjudicator \_\_\_\_\_

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