

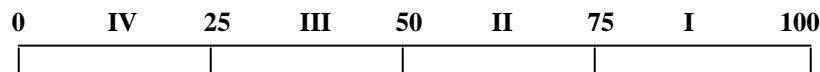
Explanation of Oregon ACDA Choral Evaluation System

Philosophy

The purpose of the evaluation system is to provide high school and middle school choirs and their directors with an idea of their level of achievement measured, not against other choirs but against generally accepted standards of excellence. This system assumes that a group of adjudicators might agree verbally on the quality of a performance, but one might give a 65, another 85, and a third a 70. The system gives adjudicators a qualitative basis for assigning scores as opposed to subjective assignment.

Scoring Range

Levels of performance are based on a 100 point scale with **50 the mid-point or “average” (not failing!)** This encourages use of the entire range of 100 points, not just the upper 50. Based on points earned, ratings are determined as follows:



A Guide for Setting Standards

Adjudicators utilize a Delineated Guide of descriptions of varying levels of performance standards and then assign point values from which ratings can be determined according to the degree that the descriptors mirror the performance heard. Pre-conceived notions of a I or II or III, etc. do not apply to the evaluation system since the points are derived directly from the guide instead of the reverse. Then ratings follow from the points according to the above 100 point scale.

Allowance for Varying School Sizes

Different school sizes or classifications are judged against the same Guide (or set of delineated standards) with three applications:

6A/5A
4A/3A
1A/2A/MS

However, each classification is given varying weight in points since there are differing talent pools in school classifications. Smaller or younger school classifications are rewarded with points in this system, preventing the demoralizing situation of making it virtually impossible for a fine middle school or class A choir from earning a superior rating when compared to the performance of a 4A choir. In other words smaller schools are able to be judged by the same standards, yet earn high ratings due to the higher point skewing on the Guide.

The Judging Process and Forms Used

The judging process begins with the ACDA Certification of adjudicators at an annual certification workshop. Certified adjudicators are trained to use the following 4 adjudication forms when in festival or contest events:

1. **Oregon OMEA/ACDA Choral Evaluation** form. Adjudicators write comments on the evaluation form reflective of the performance heard with three criteria considered: “Quality of Sound”, “Technique”, and “Musicality”. At this point adjudicators only listen and write. Each criterion is valued at 30 points possible, but scoring will **not** yet occur on this form.
2. **Oregon ACDA Delineated Adjudication Guide**. Upon completion of the performance, the adjudicator compares those detailed descriptions of performance levels on the Guide to what he/she has already written, while taking into account relative school size or classification for assignment of points.
3. **ACDA “Other Factors” Scoring Guide**. This guide was created for the purpose of scoring two additional criteria: “Choice of Music” and “Appearance”. Adjudicators evaluate these two criteria according to the descriptions the Other Factors Guide provides.
4. **ACDA Adjudicator’s Worksheet**. Points determined by the adjudicator from the Delineated Guide and the Other Factors Guide are placed on this working copy of points awarded to choirs in order of performance. Points are then added up on the worksheet and ratings are determined. Finally, these same point values are entered on the Choral Evaluation Form and the process is complete. Constructive comments with suggestions for improvement have been written about the performance prior to scoring, and the latter has been based on comparison of performance to a standard, all the while allowing for respective school size. The Evaluation Form becomes an educational tool for understanding and self-evaluation for choir and director.