



## ADJUDICATION SHEET

# ART—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Entry \_\_\_\_\_

Title of Second Entry \_\_\_\_\_

### Scoring

- 0–2 Poor
- 3–4 Fair
- 5–7 Good
- 8–9 Excellent
- 10 Superior

### Comments on First Entry

### Comments on Second Entry

	<b>First Entry</b>	<b>Second Entry</b>
<b>1. Adherence to Theme</b> Spiritual content in original work	_____	_____
<b>2. Composition</b> Layout, design, balance of image area	_____	_____
<b>3. Line</b> Movement, defined forms, creative texture	_____	_____
<b>4. Value</b> Contrasts light and dark, good use of tonal range, depth relationships	_____	_____
<b>5. Form</b> Shape, space, perspective	_____	_____
<b>6. Technique</b> Use of medium	_____	_____
<b>7. Originality</b> Unique ideas, use of materials, development of concept	_____	_____
<b>8. Presentation</b> Neatness, appropriate display of work	_____	_____
<b>Combined Score for Entries 1 and 2</b>	_____	
<b>Average Score</b> (combined score divided by 2)	_____	
<b>Deductions</b>		
<b>Attire</b> Does not meet TFC guidelines (-3 pts)		
<b>Required Materials</b>		
• Two art pieces		
• Presentation papers		
• Church ministry statement		
Partial materials (-3 pts) No materials (-5 pts)		
<b>Total Deductions</b>	(-) _____	
<b>Final Score</b>	_____	

**1. Adherence to Theme**

Spiritual content in original work

**2. Composition**

Layout, design, balance of image area

**3. Line**

Movement, defined forms, creative texture

**4. Value**

Contrasts light and dark, good use of tonal range, depth relationships

**5. Form**

Shape, space, perspective

**6. Technique**

Use of medium

**7. Originality**

Unique ideas, use of materials, development of concept

**8. Presentation**

Neatness, appropriate display of work

**Combined Score for Entries 1 and 2**

**Average Score** (combined score divided by 2)

**Deductions**

**Attire**

Does not meet TFC guidelines (-3 pts)

**Required Materials**

- Two art pieces
  - Presentation papers
  - Church ministry statement
- Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions**

(-) \_\_\_\_\_

**Final Score**

\_\_\_\_\_

\_\_\_\_\_  
Signature of Judge

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater



# ADJUDICATION SHEET

## BRASS—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							CLASSICAL	SACRED
1	<b>Technique</b> ___ Facility ___ Fingering ___ Fluency ___ Tonguing	Ability to control the instrument needs significant work.  <b>1-2</b>	Several basic components need attention for better facility.  <b>3-4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5-6</b>	Student had appropriate control of the instrument.  <b>7-8</b>	Student has achieved fluent control of the instrument.  <b>9-10</b>		
2	<b>Rhythmic Accuracy</b> ___ Subdivision ___ Dotted notes ___ Ties	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
3	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
4	<b>Articulation</b> ___ Accuracy in slurring ___ Tonguing	The performance did not express musical ideas effectively.  <b>1-2</b>	There was some adherence to articulation, but needs further refinement.  <b>3-4</b>	Followed articulation, but lacked maturity.  <b>5-6</b>	Followed all articulation markings.  <b>7-8</b>	Showed great maturity in articulation.  <b>9-10</b>		
5	<b>Tone</b> ___ Embouchure ___ Control ___ Character timbre ___ Production ___ Quality	Major tonal problems hindered musical expression.  <b>1-2</b>	Total concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of the instrument.  <b>7-8</b>	Tone was well developed.  <b>9-10</b>		
6	<b>Musicality</b> ___ Sincerity ___ Spirit ___ Assurance	The performance did not express musical ideas effectively.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level.  <b>5-6</b>	Music selection was suitable for student grade level.  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>		
<b>TOTAL</b>								
<b>COMBINED DIVIDED BY 2</b>								

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Major Scale #1 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Major Scale #2 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
10	Sight-reading	Significant struggles with the rhythm and note accuracy. There was no musicality. <b>1-2</b>	Several times the rhythm and notes were not accurate. There was little musicality. <b>3-4</b>	Most rhythm and notes were accurate. There was a noticeable attention to musicality. <b>5-6</b>	Rhythm and notes were accurate. Musicality was evident throughout the piece. <b>7-8</b>	Rhythm and note accuracy were precise. Musically mirrored intent of composer. <b>9-10</b>	<b>N/A</b>

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Combined score, sections 1-7, divided by 2 (70 points)	
Scales (20 points)	
Sight-reading	<b>N/A</b>
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—55 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



# ADJUDICATION SHEET

## BRASS—Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							CLASSICAL	SACRED
1	<b>Technique</b> ___ Facility ___ Fingering ___ Fluency ___ Tonguing	Ability to control the instrument needs significant work.  <b>1-2</b>	Several basic components need attention for better facility.  <b>3-4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5-6</b>	Student had appropriate control of the instrument.  <b>7-8</b>	Student has achieved fluent control of the instrument.  <b>9-10</b>		
2	<b>Rhythmic Accuracy</b> ___ Subdivision ___ Dotted notes ___ Ties	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
3	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
4	<b>Articulation</b> ___ Accuracy in slurring ___ Tonguing	The performance did not express musical ideas effectively.  <b>1-2</b>	There was some adherence to articulation, but needs further refinement.  <b>3-4</b>	Followed articulation, but lacked maturity.  <b>5-6</b>	Followed all articulation markings.  <b>7-8</b>	Showed great maturity in articulation.  <b>9-10</b>		
5	<b>Tone</b> ___ Embouchure ___ Control ___ Character timbre ___ Production ___ Quality	Major tonal problems hindered musical expression.  <b>1-2</b>	Total concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of the instrument.  <b>7-8</b>	Tone was well developed.  <b>9-10</b>		
6	<b>Musicality</b> ___ Sincerity ___ Spirit ___ Assurance	The performance did not express musical ideas effectively.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level.  <b>5-6</b>	Music selection was suitable for student grade level.  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>		
<b>TOTAL</b>								
<b>COMBINED DIVIDED BY 2</b>								

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Major Scale #1 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Major Scale #2 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
10	Sight-reading	Significant struggles with the rhythm and note accuracy. There was no musicality. <b>1-2</b>	Several times the rhythm and notes were not accurate. There was little musicality. <b>3-4</b>	Most rhythm and notes were accurate. There was a noticeable attention to musicality. <b>5-6</b>	Rhythm and notes were accurate. Musicality was evident throughout the piece. <b>7-8</b>	Rhythm and note accuracy were precise. Musically mirrored intent of composer. <b>9-10</b>	

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Combined score, sections 1-7, divided by 2 (70 points)	
Scales (20 points)	
Sight-reading (10 points)	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (100 points max)	

1st place must have 75 points or greater  
2nd place must have 55 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



ADJUDICATION SHEET

**DIGITAL MEDIA—Open**

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Entry \_\_\_\_\_

Title of Second Entry \_\_\_\_\_

**Scoring**

- 0–2 Poor
- 3–4 Fair
- 5–7 Good
- 8–9 Excellent
- 10 Superior

**Comments on First Entry**

**Comments on Second Entry**

	<b>First Entry</b>	<b>Second Entry</b>
<b>1. Theme</b> Presentation has a spiritual emphasis with accurate and easily understood content	_____	_____
<b>2. Attention</b> Layout attracts attention, easily directs viewers to further information	_____	_____
<b>3. Viewing</b> Web: easily and intuitively navigable Video or PowerPoint: clear purpose and plot easily followed	_____	_____
<b>4. Technical Basics</b> All images and media load quickly Web or PowerPoint: no broken links	_____	_____
<b>5. Balance of Style</b> Eye-catching layout, images, design, and format using good color without distraction	_____	_____
<b>6. Image and Media Use</b> Images, sounds, and video clips sharp and used appropriately	_____	_____
<b>7. Originality</b> Unique ideas and use of materials	_____	_____
<b>8. Overall Presentation</b> Clear, concise, accurate	_____	_____
<b>9. Difficulty of Presentation</b>	_____	_____
<b>Combined Score for Entries 1 and 2</b>	_____	_____
<b>Average Score</b> (combined score divided by 2)	_____	_____
<b>Deductions</b>		
<b>Time</b> Presentations exceed 7 minutes (-3 pts)		
<b>Attire</b> Does not meet TFC guidelines (-3 pts)		
<b>Required Materials</b>		
• Two digital presentations		
• Presentation papers		
• Church ministry statement		
Partial materials (-3 pts) No materials (-5 pts)		
<b>Total Deductions</b>		(-) _____
<b>Final Score</b>		_____

\_\_\_\_\_  
Signature of Judge

**#1 Rating**—75 points or greater    **#2 Rating**—55 points or greater



## ADJUDICATION SHEET

# DRAMA—Open

Name of Church \_\_\_\_\_ City/State \_\_\_\_\_

Title of presentation \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
1	<b>Biblical Theme</b> ___ Theologically accurate ___ Appropriate to present-day audience	Very little spiritual emphasis and culturally irrelevant. <b>1-2</b>	Some theological content but needs more depth. <b>3-4</b>	Spiritual emphasis evident and sound theology. <b>5-6</b>	Theologically solid and relevant to today. <b>7-8</b>	Excellent theological depth and clearly relevant. <b>9-10</b>	
2	<b>Dramatization</b> ___ Appropriate pacing of dramatic elements ___ Plot builds and resolves effectively	Description of students performance in this category <b>1-2</b>	Description of students performance in this category <b>3-4</b>	Acceptable pace and <b>5-6</b>	Well paced. Builds to climax and resolves well. <b>7-8</b>	Description of students performance in this category <b>9-10</b>	
3	<b>Interpretation</b> ___ Helps audience realize the purpose of the drama ___ Memorable, persuasive, motivates to action	The performance did not express musical. <b>1-2</b>	Expression was inhibited or too subtly. <b>3-4</b>	Performance was expressive, but certain <b>5-6</b>	Musical expression was evident. <b>7-8</b>	Performance clearly displayed musical expression. <b>9-10</b>	
4	<b>Voice</b> ___ Projection ___ Articulation ___ Inflection ___ Inflection well developed and conveys meaning	There was no noticeable adherence to DRAMAiculation. <b>1-2</b>	There was some adherence to DRAMAiculation. <b>3-4</b>	Followed DRAMAiculation, but lacked maturity. <b>5-6</b>	Followed DRAMAiculation markings. <b>7-8</b>	Showed great maturity in DRAMAiculation. <b>9-10</b>	
5	<b>Delivery</b> ___ Reveals characters and their motivations ___ Gestures and facial expressions seem natural to characters ___ Delivery is unforced, well paced, smooth, without stumbling	Major problems hindered musical expression. <b>1-2</b>	Tonal concept was under way, but needs further refinement. <b>3-4</b>	Tone was clear, but lacked maturity. <b>5-6</b>	Tone was characteristic of the instrument. <b>7-8</b>	Tone was well developed. <b>9-10</b>	
6	<b>Stage Presence</b> ___ Actors convey sense of why each character is present at any given moment ___ Believable, consistent	There was no noticeable expression in this <b>1-2</b>	Some of the musical elements, beyond <b>3-4</b>	There was no noticeable effort to perform the <b>5-6</b>	All markings were observed and <b>7-8</b>	The performance expressed profound <b>9-10</b>	
7	<b>Stage Movement</b> ___ Sense of purpose in individual characters' movements ___ Between characters ___ Entrances and exits	Music selection is novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level <b>5-6</b>	Music selection was suitable for student grade level <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>	

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

8	<b>Balance</b> — Elements the audience sees create a balanced "picture" throughout the play	Music selection was novice level  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level  <b>5-6</b>	Music selection was suitable for student grade level  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>	
9	<b>Costumes</b> — Appropriate to setting, characters, purpose	Music selection was novice level  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level  <b>5-6</b>	Music selection was suitable for student grade level  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>	
10	<b>Difficulty of Presentation</b>	Music selection was novice level  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level  <b>5-6</b>	Music selection was suitable for student grade level  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>	
						<b>TOTAL</b>	

**Deductions**

Time

- Presentation was less than 6 minutes or exceeded 8 minutes (-3 points)

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Original script
- Drama synopsis
- Copies of the synopsis for the audience
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Comments: \_\_\_\_\_  
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 \_\_\_\_\_  
 \_\_\_\_\_

Total (100 points)	
Total Deductions (-8 points max)	
<b>FINAL SCORE (100 points max)</b>	

**#1 Rating**—80 points or greater  
**#2 Rating**—60 points or greater

\_\_\_\_\_  
 Signature of Judge





ADJUDICATION SHEET

**FEMALE PUBLIC SPEAKING/TEACHING**

Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

**Scoring**

- 0-2 Poor
- 3-4 Fair
- 5-7 Good
- 8-9 Excellent
- 10 Superior

**Comments**

**1. Theme** \_\_\_\_\_  
 Significant, original, not too broad or general  
 Spiritual emphasis  
 Well stated and developed

**2. Content of Material** \_\_\_\_\_  
 Original speech  
 Shows investigation and knowledge of subject  
 Supporting material accurate and properly applied

**3. Arrangement and Organization** \_\_\_\_\_  
 Orderly progression of ideas  
 Smooth transitions  
 Balance of intellectual, emotional, and volitional elements

**4. Introduction and Conclusion** \_\_\_\_\_  
 Appropriate length  
 Concise, effective

**5. Illustrations and Visuals** \_\_\_\_\_  
 Apply accurately to the speech or lesson  
 Used with purpose, accomplished intended goal  
 Balance between supporting material and Biblical content

**6. Style and Articulation** \_\_\_\_\_  
 Correct grammar, variety in word usage  
 Correct pronunciation and enunciation  
 Appropriate vocal quality, good breath control  
 Variety in volume, rate, pitch

**7. General Delivery** \_\_\_\_\_  
 Facial expressions  
 Posture, mannerisms, gestures, sincerity  
 Confidence in approach to the audience  
 Freedom from dependence on notes

**8. Interview Response** \_\_\_\_\_  
 Organization of thought, suitable to the question  
 Proper use of grammar

**Total Score** \_\_\_\_\_

**Deductions**

**Time Limit**  
 Spoke less than 6 minutes or more than 8 minutes (-3 pts)

**Attire**  
 Does not meet TFC guidelines (-3 pts)

**Required Materials**  
 • Properly prepared outline, bibliography  
 • Church ministry statement  
 Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions** (-) \_\_\_\_\_

**Final Score** \_\_\_\_\_

**#1 Rating**—65 points or greater      **#2 Rating**—50 points or greater

\_\_\_\_\_  
 Signature of Judge



ADJUDICATION SHEET

# FEMALE PUBLIC SPEAKING/TEACHING

## Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

### Scoring

- 0-2 Poor
- 3-4 Fair
- 5-7 Good
- 8-9 Excellent
- 10 Superior

### Comments

**1. Theme** \_\_\_\_\_  
Significant, original, not too broad or general  
Spiritual emphasis  
Well stated and developed

**2. Content of Material** \_\_\_\_\_  
Original speech  
Shows investigation and knowledge of subject  
Supporting material accurate and properly applied

**3. Arrangement and Organization** \_\_\_\_\_  
Orderly progression of ideas  
Smooth transitions  
Balance of intellectual, emotional, and volitional elements

**4. Introduction and Conclusion** \_\_\_\_\_  
Appropriate length  
Concise, effective

**5. Illustrations and Visuals** \_\_\_\_\_  
Apply accurately to the speech or lesson  
Used with purpose, accomplished intended goal  
Balance between supporting material and Biblical content

**6. Style and Articulation** \_\_\_\_\_  
Correct grammar, variety in word usage  
Correct pronunciation and enunciation  
Appropriate vocal quality, good breath control  
Variety in volume, rate, pitch

**7. General Delivery** \_\_\_\_\_  
Facial expressions  
Posture, mannerisms, gestures, sincerity  
Confidence in approach to the audience  
Freedom from dependence on notes

**8. Interview Response** \_\_\_\_\_  
Organization of thought, suitable to the question  
Proper use of grammar

**Total Score** \_\_\_\_\_

### Deductions

#### Time Limit

Spoke less than 6 minutes or more than 8 minutes (-3 pts)

#### Attire

Does not meet TFC guidelines (-3 pts)

#### Required Materials

- Properly prepared outline, bibliography
- Church ministry statement

Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions** (-) \_\_\_\_\_

**Final Score** \_\_\_\_\_

\_\_\_\_\_  
Signature of Judge

1st place must have 65 points or greater    2nd place must have 50 points or greater



# ADJUDICATION SHEET

## FEMALE VOICE—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Sacred Art Selection \_\_\_\_\_

Title of Christian Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
1	Breath Support	Very little support given to the sound.  <b>1-2</b>	Some evidence at supporting the sound, but needs work.  <b>3-4</b>	Good attempt at supporting the breath with room for improvement.  <b>5-6</b>	Solid breathing and support from diaphragm.  <b>7-8</b>	Excellent breath control and diaphragmatic support.  <b>9-10</b>		
2	Posture	Upper frame totally collapsed.  <b>1-2</b>	Some attempt to stand erect, but frame is slouched.  <b>3-4</b>	Standing tall, but needs to lift the frame.  <b>5-6</b>	Well-balanced, erect stature.  <b>7-8</b>	Excellent stance promoting good sound production.  <b>9-10</b>		
3	Tone/Intonation ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity	Major problems hindered musical expression.  <b>1-2</b>	Total concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of student grade level.  <b>7-8</b>	Tone was profoundly well developed and mature.  <b>9-10</b>		
4	Rhythm ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
5	Interpretation ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	The performance did not express musical ideas effectively.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
6	Musicality ___ Sincerity ___ Countenance ___ Eye contact ___ Confidence	There was no noticeable expression in this performance.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		

Comments: \_\_\_\_\_

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Circle the points received in each category. Write the total for each section in the Score box at the end of each section. Write the total in the Total box. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
7	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
8	Difficulty of Music	Music selection was novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level. <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
							<b>TOTAL</b>	
9	Sight-reading	There were significant problems with pitches, tempo, and other components. <b>1-2</b>	There were significant problems singing some of the sight-singing example(s). <b>3-4</b>	There were minor problems singing some of the sight-singing example(s). <b>5-6</b>	All notes and rhythms were sung correctly. <b>7-8</b>	Student demonstrated excellent skill in singing the sight-singing example(s). <b>9-10</b>	<b>N/A</b>	

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-8 of sacred selection (80 points)	
Total for sections 1-8 of Christian selection (80 points)	
Average Score	
Sight-reading (10 points)	<b>N/A</b>
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (80 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



## ADJUDICATION SHEET

# FEMALE VOICE—Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Sacred Art Selection \_\_\_\_\_

Title of Christian Selection \_\_\_\_\_

Circle the points received in each category. Write the total for each section in the Score box at the end of each section. Write the total in the Total box.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
1	Breath Support	Very little support given to the sound.  <b>1-2</b>	Some evidence at supporting the sound, but needs work.  <b>3-4</b>	Good attempt at supporting the breath with room for improvement.  <b>5-6</b>	Solid breathing and support from diaphragm.  <b>7-8</b>	Excellent breath control and diaphragmatic support.  <b>9-10</b>		
2	Posture	Upper frame totally collapsed.  <b>1-2</b>	Some attempt to stand erect, but frame is slouched.  <b>3-4</b>	Standing tall, but needs to lift the frame.  <b>5-6</b>	Well-balanced, erect stature.  <b>7-8</b>	Excellent stance promoting good sound production.  <b>9-10</b>		
3	Tone/Intonation ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity	Major problems hindered musical expression.  <b>1-2</b>	Total concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of student grade level.  <b>7-8</b>	Tone was profoundly well developed, rhythmic, and mature.  <b>9-10</b>		
4	Rhythm ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
5	Interpretation ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	The performance did not express musical ideas effectively.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
6	Musicality ___ Sincerity ___ Countenance ___ Eye contact ___ Confidence	There was no noticeable expression in this performance.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		

Comments: \_\_\_\_\_

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Circle the points received in each category. Write the total for each section in the Score box at the end of each section. Write the total in the Total box. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
7	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
8	Difficulty of Music	Music selection was novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level. <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
						<b>TOTAL</b>		
9	Sight-reading	There were significant problems with pitches, tempo, and other components. <b>1-2</b>	There were significant problems singing some of the sight-singing example(s). <b>3-4</b>	There were minor problems singing some of the sight-singing example(s). <b>5-6</b>	All notes and rhythms were sung correctly. <b>7-8</b>	Student demonstrated excellent skill in singing the sight-singing example(s). <b>9-10</b>		

**Deductions**

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-8 of sacred selection (80 points)	
Total for sections 1-8 of Christian selection (80 points)	
Average Score	
Sight-reading (10 points)	
Total Deductions (-8 points max)	
<b>FINAL SCORE (90 points max)</b>	

1st place must have 75 points or greater  
2nd place must have 55 points or greater

Comments: \_\_\_\_\_  
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Signature of Judge \_\_\_\_\_



## ADJUDICATION SHEET

# INSTRUMENTAL ENSEMBLE—Open

Name of Church \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Selection \_\_\_\_\_

Title of Second Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SONG 1	SONG 2
1	<b>Technique/ Articulation</b> ___ Facility ___ Fingering ___ Tonguing ___ Slurring ___ Bowing	Ability to control the instruments needs significant work.  <b>1-2</b>	Several basic components need attention for better facility.  <b>3-4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5-6</b>	Students had appropriate control of their instruments.  <b>7-8</b>	Students have achieved fluent control of their instruments.  <b>9-10</b>		
2	<b>Rhythm</b> ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
3	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Style ___ Tempo	The performance did not express musical ideas effectively.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
4	<b>Note Accuracy</b>	The performance did not demonstrate an expression of musical notation.  <b>1-2</b>	Wrong pitches detracted from the performance.  <b>3-4</b>	Most pitches were correct, with a few spots of inaccuracy.  <b>5-6</b>	Nearly all pitches were correct.  <b>7-8</b>	All pitches were correct.  <b>9-10</b>		
5	<b>Tone</b> ___ Embouchure ___ Characteristic timbre ___ Control ___ Production ___ Quality	Major tonal problems hindered musical expression.  <b>1-2</b>	Tonal concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of the instruments.  <b>7-8</b>	Tone was well developed.  <b>9-10</b>		
6	<b>Musicality/ Communication</b> ___ Sincerity ___ Spirit ___ Assurance	There was no noticeable expression in this performance.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		

Comments: \_\_\_\_\_

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## ADJUDICATION SHEET

# LARGE VOCAL ENSEMBLE—Open

Name of Church \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Selection \_\_\_\_\_

Title of Second Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SONG 1	SONG 2
1	<b>Breath Support</b>	Very little support given to the sound.  <b>1-2</b>	Some evidence at supporting the sound, but needs work.  <b>3-4</b>	Good attempt at supporting the breath with room for improvement.  <b>5-6</b>	Solid breathing and support from diaphragm.  <b>7-8</b>	Excellent breath control and diaphragmatic support.  <b>9-10</b>		
2	<b>Posture</b>	Upper frame totally collapsed.  <b>1-2</b>	Some attempt to stand erect, but frame is slouched.  <b>3-4</b>	Standing tall but need to lift the frame.  <b>5-6</b>	Well-balanced, erect stature.  <b>7-8</b>	Excellent stance promoting good sound production.  <b>9-10</b>		
3	<b>Tone/Intonation</b> ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity, quality	Major problems hindered musical expression.  <b>1-2</b>	Tonal concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of student grade level.  <b>7-8</b>	Tone was profoundly well developed and mature.  <b>9-10</b>		
4	<b>Rhythm</b> ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
5	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
6	<b>Musicality/Communication</b> ___ Sincerity ___ Countenance ___ Eye contact ___ Confidence	The performance did not express musical ideas effectively.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		

Comments: \_\_\_\_\_

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Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

7	Blending	Voices lacked a tone quality allowing blend throughout the piece. <b>1-2</b>	Voices stood out from one another and occasionally there was a successful blend. <b>3-4</b>	All parts were sung so that parts could be heard. Occasionally some voices stood out from others. <b>5-6</b>	All parts were sung so that each part could be heard equally well. <b>7-8</b>	Blend was so successful the voices sounded as one. <b>9-10</b>		
8	Difficulty of Music	Music selection was novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level. <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
9	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
<b>TOTAL</b>								

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sacred selection (90 points)	
Total for Christian selection (90 points)	
Average Score	
Total Deductions (-8 points max)	
<b>FINAL SCORE (90 points max)</b>	

**#1 Rating**—65 points or greater  
**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_  
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 Signature of Judge



# ADJUDICATION SHEET

## MALE VOICE—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Sacred Art Selection \_\_\_\_\_

Title of Christian Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
1	Breath Support	Very little support given to the sound.  <b>1–2</b>	Some evidence at supporting the sound, but needs work.  <b>3–4</b>	Good attempt at supporting the breath with room for improvement.  <b>5–6</b>	Solid breathing and support from diaphragm.  <b>7–8</b>	Excellent breath control and diaphragmatic support.  <b>9–10</b>		
2	Posture	Upper frame totally collapsed.  <b>1–2</b>	Some attempt to stand erect, but frame is slouched.  <b>3–4</b>	Standing tall, but needs to lift the frame.  <b>5–6</b>	Well-balanced, erect stature.  <b>7–8</b>	Excellent stance promoting good sound production.  <b>9–10</b>		
3	Tone/Intonation ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity	Major problems hindered musical expression.  <b>1–2</b>	Total concept was under way, but needs further refinement.  <b>3–4</b>	Tone was clear, but lacked maturity.  <b>5–6</b>	Tone was characteristic of student grade level.  <b>7–8</b>	Tone was profoundly well developed, rhythmic, and mature.  <b>9–10</b>		
4	Rhythm ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1–2</b>	Rhythms were unclear in several places.  <b>3–4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5–6</b>	Rhythms were accurate.  <b>7–8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9–10</b>		
5	Interpretation ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1–2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3–4</b>	Performance was expressive, but certain areas were still lacking.  <b>5–6</b>	Musical expression was evident throughout.  <b>7–8</b>	Performance clearly displayed musical expression.  <b>9–10</b>		
6	Musicality ___ Sincerity ___ Countenance ___ Eye contact ___ Confidence	The performance did not express musical ideas effectively.  <b>1–2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3–4</b>	There was a noticeable effort to perform the selection as written.  <b>5–6</b>	All markings were observed and expressed through performance.  <b>7–8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9–10</b>		

Comments: \_\_\_\_\_

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Circle the points received in each category. Write the total for each section in the Score box at the end of each section. Write the total in the Total box. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
7	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
8	Difficulty of Music	Music selection was novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level. <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
							<b>TOTAL</b>	
9	Sight-reading	There were significant problems with pitches, tempo, and other components. <b>1-2</b>	There were significant problems singing some of the sight-singing example(s). <b>3-4</b>	There were minor problems singing some of the sight-singing example(s). <b>5-6</b>	All notes and rhythms were sung correctly. <b>7-8</b>	Student demonstrated excellent skill in singing the sight-singing example(s). <b>9-10</b>	<b>N/A</b>	

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-8 of first selection (80 points)	
Total for sections 1-8 of second selection (80 points)	
Average Score	
Sight-reading (10 points)	<b>N/A</b>
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



## ADJUDICATION SHEET

# MALE VOICE—Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Sacred Art Selection \_\_\_\_\_

Title of Christian Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
1	<b>Breath Support</b>	Very little support given to the sound.  <b>1-2</b>	Some evidence at supporting the sound, but needs work.  <b>3-4</b>	Good attempt at supporting the breath with room for improvement.  <b>5-6</b>	Solid breathing and support from diaphragm.  <b>7-8</b>	Excellent breath control and diaphragmatic support.  <b>9-10</b>		
2	<b>Posture</b>	Upper frame totally collapsed.  <b>1-2</b>	Some attempt to stand erect, but frame is slouched.  <b>3-4</b>	Standing tall, but needs to lift the frame.  <b>5-6</b>	Well-balanced, erect stature.  <b>7-8</b>	Excellent stance promoting good sound production.  <b>9-10</b>		
3	<b>Tone/Intonation</b> ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity	Major problems hindered musical expression.  <b>1-2</b>	Total concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of student grade level.  <b>7-8</b>	Tone was profoundly well developed, rhythmic, and mature.  <b>9-10</b>		
4	<b>Rhythm</b> ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
5	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
6	<b>Musicality</b> ___ Sincerity ___ Countenance ___ Eye contact ___ Confidence	The performance did not express musical ideas effectively.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		

Comments: \_\_\_\_\_

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Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SACRED	CHRISTIAN
7	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
8	Difficulty of Music	Music selection was novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level. <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
<b>TOTAL</b>								
9	Sight-reading	There were significant problems with pitches, tempo, and other components. <b>1-2</b>	There were significant problems singing some of the sight-singing example(s). <b>3-4</b>	There were minor problems singing some of the sight-singing example(s). <b>5-6</b>	All notes and rhythms were sung correctly. <b>7-8</b>	Student demonstrated excellent skill in singing the sight-singing example(s). <b>9-10</b>		

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-8 of first selection (80 points)	
Total for sections 1-8 of second selection (80 points)	
Average Score	
Sight-reading (10 points)	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

1st place must have 75 points or greater  
2nd place must have 55 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



ADJUDICATION SHEET

**ORAL INTERPRETATION OF SCRIPTURE**—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Text \_\_\_\_\_

**Scoring**

- 0–2 Poor
- 3–4 Fair
- 5–7 Good
- 8–9 Excellent
- 10 Superior

**Comments**

**1. Introduction** \_\_\_\_\_

- Clear, well stated
- Appropriate for text
- Proper time

**2. Memorization** \_\_\_\_\_

- Accuracy

**3. Interpretation** \_\_\_\_\_

- Proper understanding of text
- Clear meaning
- Proper emphasis

**4. Enunciation and Projection** \_\_\_\_\_

- Clear, understandable

**5. Voice Control, Variety, Inflection** \_\_\_\_\_

- Appropriate to text
- Good characterization
- Aided interpretation

**6. Gestures and Facial Expression** \_\_\_\_\_

- Appropriate for text
- Natural
- Aided interpretation

**7. Pacing, Timing, Flow** \_\_\_\_\_

- Smooth
- Interpretive
- Appropriate for text

**8. Audience Relationship** \_\_\_\_\_

- Eye contact
- Focused on audience
- Connected with audience

**9. Impromptu Reading** \_\_\_\_\_

**Total Score** \_\_\_\_\_

**Deductions**

**Time Limit**

- Spoke less than 8 minutes or more than 10 minutes (-3 pts)

**Attire**

- Does not meet TFC guidelines (-3 pts)

**Required Materials**

- One-page summary, bibliography, study time statement
- Church ministry statement
- Bible used in preparation
- Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions**

(-) \_\_\_\_\_

**Final Score** \_\_\_\_\_

\_\_\_\_\_  
Signature of Judge

**#1 Rating**—75 points or greater

**#2 Rating**—55 points or greater



# ADJUDICATION SHEET

## PIANO—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							CLASSICAL	SACRED
1	<b>Technique</b> ___ Finger dexterity ___ Fluency ___ Hand positions ___ Use of pedals ___ Precision	Ability to control the instrument needs significant work.  <b>1-2</b>	Several basic components need attention for better fluency.  <b>3-4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5-6</b>	Student had appropriate control of the instrument.  <b>7-8</b>	Student has achieved fluent control of the instrument.  <b>9-10</b>		
2	<b>Tone</b> ___ Consistency ___ Feeling ___ Warmth ___ Control	Tactile approach to the piano was rudimentary.  <b>1-2</b>	Appropriate tactile approach to the piano was evident, but needs much work.  <b>3-4</b>	Appropriate tactile approach to the piano was evident, but lacks maturity  <b>5-6</b>	Appropriate tactile approach to the piano.  <b>7-8</b>	Exceptionally developed tactile approach to the piano.  <b>9-10</b>		
3	<b>Rhythm</b> ___ Accuracy ___ Steadiness	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
4	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
5	<b>Musicality</b> ___ Sincerity ___ Spirit	The performance did not express musical ideas effectively.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		
6	<b>Memorization</b>	There were noticeable lapses in memorization.  <b>1-2</b>	Memory lapses hindered the flow and successful expression in this performance.  <b>3-4</b>	The few lapses in memory did not hinder the performance.  <b>5-6</b>	All notes were observed and played through performance.  <b>7-8</b>	All notes and markings were observed and played exceptionally well.  <b>9-10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level.  <b>5-6</b>	Music selection was suitable for student grade level.  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>		
<b>TOTAL</b>								
<b>COMBINED DIVIDED BY 2</b>								



Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.  
Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Scale #1	There were significant problems with pitches, tempo, articulation, and other components of the requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Scale #2	There were significant problems with pitches, tempo, articulation, and other components of the requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
	Sight-reading	There was no noticeable adherence to the written music. <b>1-2</b>	Some adherence to the written music, but needs significant improvement. <b>3-4</b>	Followed written music, but lacked maturity. <b>5-6</b>	Followed all musical markings. <b>7-8</b>	Showed great maturity in playing written score. <b>9-10</b>	<b>N/A</b>

### Deductions

#### Attire

- Does not meet TFC guidelines (-3 points)

#### Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-7 of first selection (70 points)	
Total for sections 1-7 of second selection (70 points)	
Average Score	
Scales (20 points)	
Sight-reading (10 points)	<b>N/A</b>
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



# ADJUDICATION SHEET

## PIANO—Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							CLASSICAL	SACRED
1	<b>Technique</b> ___ Finger dexterity ___ Fluency ___ Hand positions ___ Use of pedals ___ Precision	Ability to control the instrument needs significant work.  <b>1–2</b>	Several basic components need attention for better fluency.  <b>3–4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5–6</b>	Student had appropriate control of the instrument.  <b>7–8</b>	Student has achieved fluent control of the instrument.  <b>9–10</b>		
2	<b>Tone</b> ___ Consistency ___ Feeling ___ Warmth ___ Control	Tactile approach to the piano was rudimentary.  <b>1–2</b>	Appropriate tactile approach to the piano was evident, but needs much work.  <b>3–4</b>	Appropriate tactile approach to the piano was evident, but lacks maturity.  <b>5–6</b>	Appropriate tactile approach to the piano.  <b>7–8</b>	Exceptionally developed tactile approach to the piano.  <b>9–10</b>		
3	<b>Rhythm</b> ___ Accuracy ___ Steadiness	There were significant rhythm problems.  <b>1–2</b>	Rhythms were unclear in several places.  <b>3–4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5–6</b>	Rhythms were accurate.  <b>7–8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9–10</b>		
4	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1–2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3–4</b>	Performance was expressive, but certain areas were still lacking.  <b>5–6</b>	Musical expression was evident throughout.  <b>7–8</b>	Performance clearly displayed musical expression.  <b>9–10</b>		
5	<b>Musicality</b> ___ Sincerity ___ Spirit	The performance did not express musical ideas effectively.  <b>1–2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3–4</b>	There was a noticeable effort to perform the selection as written.  <b>5–6</b>	All markings were observed and expressed through performance.  <b>7–8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9–10</b>		
6	<b>Memorization</b>	There were noticeable lapses in memorization.  <b>1–2</b>	Memory lapses hindered the flow and successful expression in this performance.  <b>3–4</b>	The few lapses in memory did not hinder the performance.  <b>5–6</b>	All notes were observed and played through performance.  <b>7–8</b>	All notes and markings were observed and played exceptionally well.  <b>9–10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1–2</b>	Music selection was easy for student grade level.  <b>3–4</b>	Music selection was moderately easy for student grade level.  <b>5–6</b>	Music selection was suitable for student grade level.  <b>7–8</b>	Music selection was exceptionally difficult for student grade level.  <b>9–10</b>		
<b>TOTAL</b>								

Comments: \_\_\_\_\_

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Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.  
Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Scale #1	There were significant problems with pitches, tempo, articulation, and other components of the requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Scale #2	There were significant problems with pitches, tempo, articulation, and other components of the requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
10	Sight-reading	There was no noticeable adherence to the written music. <b>1-2</b>	Some adherence to the written music, but needs significant improvement. <b>3-4</b>	Followed written music, but lacked maturity. <b>5-6</b>	Followed all musical markings. <b>7-8</b>	Showed great maturity in playing written score. <b>9-10</b>	

### Deductions

#### Attire

- Does not meet TFC guidelines (-3 points)

#### Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-7 of first selection (70 points)	
Total for sections 1-7 of second selection (70 points)	
Average Score	
Scales (20 points)	
Sight-reading (10 points)	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (100 points max)	

1st place must have 75 points or greater  
2nd place must have 55 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



ADJUDICATION SHEET

**PREACHING/TEACHING—Open**

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Sermon Title \_\_\_\_\_

**Scoring**

- 0–2 Poor
- 3–4 Fair
- 5–7 Good
- 8–9 Excellent
- 10 Superior

**Comments**

**1. Theme** \_\_\_\_\_  
 Significant, original, not too broad or general  
 Taken from Scripture  
 Well stated and developed

**2. Biblical Content** \_\_\_\_\_  
 Original message, Biblically accurate  
 Shows investigation and knowledge of subject  
 Supporting material accurate and properly applied

**3. Arrangement and Organization** \_\_\_\_\_  
 Orderly progression of ideas  
 Smooth transitions  
 Balance of intellectual, emotional, and volitional elements

**4. Introduction and Conclusion** \_\_\_\_\_  
 Appropriate length  
 Concise, effective

**5. Illustrations and Visuals** \_\_\_\_\_  
 Apply accurately to the message  
 Used with purpose, accomplished their intended goal  
 Balance between supporting materials and Biblical content

**6. Style and Articulation** \_\_\_\_\_  
 Correct grammar, variety in word usage  
 Correct pronunciation and enunciation  
 Appropriate vocal quality, good breath control  
 Variety in volume, rate, pitch

**7. General Delivery** \_\_\_\_\_  
 Facial expressions  
 Posture, mannerisms, gestures, sincerity  
 Confidence in approach to the audience  
 Freedom from dependence on notes

**8. Interview Response** \_\_\_\_\_  
 Organization of thought, suitable to the question  
 Proper use of grammar

**Total Score** \_\_\_\_\_

**Deductions**

**Time Limit**

Spoke less than 8 minutes or more than 10 minutes (-3 pts)

**Attire**

Does not meet TFC guidelines (-3 pts)

**Required Materials**

- Properly prepared outline with bibliography
- Church ministry statement

Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions** (-) \_\_\_\_\_

**Final Score** \_\_\_\_\_

Signature of Judge \_\_\_\_\_

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater



ADJUDICATION SHEET

**PREACHING/TEACHING—Scholarship**

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Sermon Title \_\_\_\_\_

**Scoring**

- 0–2 Poor
- 3–4 Fair
- 5–7 Good
- 8–9 Excellent
- 10 Superior

**Comments**

**1. Theme** \_\_\_\_\_  
 Significant, original, not too broad or general  
 Taken from Scripture  
 Well stated and developed

**2. Biblical Content** \_\_\_\_\_  
 Original message, Biblically accurate  
 Shows investigation and knowledge of subject  
 Supporting material accurate and properly applied

**3. Arrangement and Organization** \_\_\_\_\_  
 Orderly progression of ideas  
 Smooth transitions  
 Balance of intellectual, emotional, and volitional elements

**4. Introduction and Conclusion** \_\_\_\_\_  
 Appropriate length  
 Concise, effective

**5. Illustrations and Visuals** \_\_\_\_\_  
 Apply accurately to the message  
 Used with purpose, accomplished their intended goal  
 Balance between supporting materials and Biblical content

**6. Style and Articulation** \_\_\_\_\_  
 Correct grammar, variety in word usage  
 Correct pronunciation and enunciation  
 Appropriate vocal quality, good breath control  
 Variety in volume, rate, and pitch

**7. General Delivery** \_\_\_\_\_  
 Facial expressions  
 Posture, mannerisms, gestures, sincerity  
 Confidence in approach to the audience  
 Freedom from dependence on notes

**8. Interview Response** \_\_\_\_\_  
 Organization of thought, suitable to the question  
 Proper use of grammar

**Total Score** \_\_\_\_\_

**Deductions**

**Time Limit**  
 Spoke less than 8 minutes or more than 10 minutes (-3 pts)

**Attire**  
 Does not meet TFC guidelines (-3 pts)

**Required Materials**  
 • Properly prepared outline with bibliography  
 • Church ministry statement  
 Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions** (-) \_\_\_\_\_

**Final Score** \_\_\_\_\_

\_\_\_\_\_  
 Signature of Judge

1st place must have 65 points or greater 2nd place must have 50 points or greater



# ADJUDICATION SHEET

## PUPPETS—Open

Name of Church \_\_\_\_\_ City/State \_\_\_\_\_

Title of Skit \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
1	<b>Skit</b> ___ Biblical theme ___ Leads to an action	Very little spiritual emphasis and culturally irrelevant.  <b>1-2</b>	Some theological content but needs more depth.  <b>3-4</b>	Spiritual emphasis evident and theologically sound.  <b>5-6</b>	Theologically solid and relevant to today.  <b>7-8</b>	Excellent theological depth and clearly relevant.  <b>9-10</b>	
2	<b>Puppets</b> ___ Good condition ___ Appropriate costumes	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>5-6</b>	Description of students performance in this category  <b>7-8</b>	Description of students performance in this category  <b>9-10</b>	
3	<b>Mouth Action</b> ___ Proper movement ___ Accurate lip-synching	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>5-6</b>	Description of students performance in this category  <b>7-8</b>	Description of students performance in this category  <b>9-10</b>	
4	<b>Eye Contact</b> ___ With audience ___ With other puppets	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>5-6</b>	Description of students performance in this category  <b>7-8</b>	Description of students performance in this category  <b>9-10</b>	
5	<b>Posture</b> ___ Straight	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>5-6</b>	Description of students performance in this category  <b>7-8</b>	Description of students performance in this category  <b>9-10</b>	
6	<b>Puppet Action</b> ___ Smooth ___ Well timed	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>5-6</b>	Description of students performance in this category  <b>7-8</b>	Description of students performance in this category  <b>9-10</b>	
7	<b>Entrances and Exits</b> ___ Well timed ___ Proper ascending/descending action	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>3-4</b>	Description of students performance in this category  <b>5-6</b>	Description of students performance in this category  <b>7-8</b>	Description of students performance in this category  <b>9-10</b>	

Comments: \_\_\_\_\_

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Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.  
 Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE	
8	<b>Character Development</b> ___ Reaction to other puppets ___ Hand and facial movement	Description of students performance in this category <b>1-2</b>	Description of students performance in this category <b>3-4</b>	Description of students performance in this category <b>5-6</b>	Description of students performance in this category <b>7-8</b>	Description of students performance in this category <b>9-10</b>		
9	<b>Stage and Other Equipment</b> ___ Correct use ___ Proper working order	Description of students performance in this category <b>3-4</b>	Description of students performance in this category <b>3-4</b>	Description of students performance in this category <b>5-6</b>	Description of students performance in this category <b>7-8</b>	Description of students performance in this category <b>9-10</b>		
10	<b>Difficulty of Presentation</b>	Description of students performance in this category <b>3-4</b>	Description of students performance in this category <b>3-4</b>	Description of students performance in this category <b>5-6</b>	Description of students performance in this category <b>7-8</b>	Description of students performance in this category <b>9-10</b>		
							<b>TOTAL</b>	

**Deductions**

Time Limit

- Spoke less than 6 minutes or more than 8 minutes (-3 points)

Required Materials

- Puppet script
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total from other side	
Total from this side	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (100 points max)	

**#1 Rating**—80 points or greater  
**#2 Rating**—60 points or greater

Comments: \_\_\_\_\_

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 Signature of Judge



## ADJUDICATION SHEET

# SMALL VOCAL ENSEMBLE—Open

Name of Church \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Selection \_\_\_\_\_

Title of Second Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SONG 1	SONG 2
1	<b>Breath Support</b>	Very little support given to the sound.  <b>1-2</b>	Some evidence at supporting the sound, but needs work.  <b>3-4</b>	Good attempt at supporting the breath with room for improvement.  <b>5-6</b>	Solid breathing and support from diaphragm.  <b>7-8</b>	Excellent breath control and diaphragmatic support.  <b>9-10</b>		
2	<b>Posture</b>	Upper frame totally collapsed.  <b>1-2</b>	Some attempt to stand erect, but frame is slouched.  <b>3-4</b>	Standing tall, but needs to lift the frame.  <b>5-6</b>	Well-balanced, erect stature.  <b>7-8</b>	Excellent stance promoting good sound production.  <b>9-10</b>		
3	<b>Tone/Intonation</b> ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity, quality	Major problems hindered musical expression.  <b>1-2</b>	Tonal concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of student grade level.  <b>7-8</b>	Tone was profoundly well developed and mature.  <b>9-10</b>		
4	<b>Rhythm</b> ___ Accuracy ___ Flow	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
5	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	The performance did not express musical ideas effectively.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
6	<b>Musicality/Communication</b> ___ Sincerity ___ Countenance ___ Eye contact ___ Confidence	There was no noticeable expression in this performance.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		

Comments: \_\_\_\_\_

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Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SONG 1	SONG 2
7	Blending	Voices lacked a tone quality allowing blend throughout the piece. <b>1-2</b>	Voices stood out from one another and occasionally there was a successful blend. <b>3-4</b>	All parts were sung so that parts could be heard. Occasionally some voices stood out from others. <b>5-6</b>	All parts were sung so that each part could be heard equally well. <b>7-8</b>	Blend was so successful that the voices sounded as one. <b>9-10</b>		
8	Difficulty of Music	Music selection was novice level. <b>1-2</b>	Music selection was easy for student grade level. <b>3-4</b>	Music selection was moderately easy for student grade level. <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
9	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
<b>TOTAL</b>								

### Deductions

#### Attire

- Does not meet TFC guidelines (-3 points)

#### Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for first selection (90 points)	
Total for second selection (90 points)	
Average Score	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_

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Signature of Judge



# ADJUDICATION SHEET

## STRINGS—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							CLASSICAL	SACRED
1	<b>Technique</b> ___ Facility ___ Fingering and bowing ___ Fluency ___ Choice of execution	Ability to control the instrument needs significant work.  <b>1–2</b>	Several basic components need attention for better facility.  <b>3–4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5–6</b>	Student had appropriate control of the instrument.  <b>7–8</b>	Student has achieved fluent control of the instrument.  <b>9–10</b>		
2	<b>Intonation</b>	There were significant intonation problems.  <b>1–2</b>	Intonation was an obstacle in this performance.  <b>3–4</b>	Instances of intonation were distracting to the listener at times.  <b>5–6</b>	There were minor intonation discrepancies, but they did not distract from the performance.  <b>7–8</b>	Intonation was exceptionally solid in this performance.  <b>9–10</b>		
3	<b>Note Accuracy</b>	The lack of accuracy in playing the majority of the notes severely hindered the success of this performance.  <b>1–2</b>	The notes presented difficulty to the performer.  <b>3–4</b>	Errors in note accuracy were distracting to the listener.  <b>5–6</b>	Nearly all notes were accurate.  <b>7–8</b>	All notes were accurate and performed with confidence.  <b>9–10</b>		
4	<b>Articulation</b> ___ Fingering and bowing ___ Accurate interpretation of markings	There was no noticeable adherence to marked articulation.  <b>1–2</b>	There was some adherence to marked articulation, but needs further refinement.  <b>3–4</b>	Followed marked articulation, but lacked maturity.  <b>5–6</b>	Followed all articulation markings.  <b>7–8</b>	Showed great maturity in following articulation markings.  <b>9–10</b>		
5	<b>Rhythm</b> ___ Accuracy ___ Steadiness	There were significant rhythm problems.  <b>1–2</b>	Rhythms were unclear in several places.  <b>3–4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5–6</b>	Rhythms were accurate.  <b>7–8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9–10</b>		
6	<b>Musicality/ Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo ___ Sincerity ___ Spirit/assurance	There was no noticeable expression in this performance.  <b>1–2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3–4</b>	There was noticeable effort to perform the selection as written.  <b>5–6</b>	All markings were observed and expressed through performance.  <b>7–8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9–10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1–2</b>	Music selection was easy for student grade level.  <b>3–4</b>	Music selection was moderately easy for student grade level.  <b>5–6</b>	Music selection was suitable for student grade level.  <b>7–8</b>	Music selection was exceptionally difficult for student grade level.  <b>9–10</b>		
<b>TOTAL</b>								

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Major Scale #1 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Major Scale #2 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
	Sight-reading	Significant struggles with the rhythm and note accuracy. There was no musicality. <b>1-2</b>	Several times the rhythm and notes were not accurate. There was little musicality. <b>3-4</b>	Most rhythm and notes were accurate. There was a noticeable attention to musicality. <b>5-6</b>	Rhythm and notes were accurate. Musicality was evident throughout the piece. <b>7-8</b>	Rhythm and note accuracy was precise. Musicality mirrored intent of composer. <b>9-10</b>	<b>N/A</b>

### Deductions

#### Attire

- Does not meet TFC guidelines (-3 points)

#### Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-7 of first selection (70 points)	
Total for sections 1-7 of second selection (70 points)	
Average Score	
Scales (20 points)	
Sight-reading (10 points)	<b>N/A</b>
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_

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Signature of Judge \_\_\_\_\_



# ADJUDICATION SHEET

## STRINGS—Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes. Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							CLASSICAL	SACRED
1	<b>Technique</b> ___ Facility ___ Fingering and bowing ___ Fluency ___ Choice of execution	Ability to control the instrument needs significant work.  <b>1–2</b>	Several basic components need attention for better facility.  <b>3–4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5–6</b>	Student had appropriate control of the instrument.  <b>7–8</b>	Student has achieved fluent control of the instrument.  <b>9–10</b>		
2	<b>Intonation</b>	There were significant intonation problems.  <b>1–2</b>	Intonation was an obstacle in this performance.  <b>3–4</b>	Instances of intonation were distracting to the listener at times.  <b>5–6</b>	There were minor intonation discrepancies, but they did not distract from the performance.  <b>7–8</b>	Intonation was exceptionally solid in this performance.  <b>9–10</b>		
3	<b>Note Accuracy</b>	The lack of accuracy in playing the majority of the notes severely hindered the success of this performance.  <b>1–2</b>	The notes presented difficulty to the performer.  <b>3–4</b>	Errors in note accuracy were distracting to the listener.  <b>5–6</b>	Nearly all notes were accurate.  <b>7–8</b>	All notes were accurate and performed with confidence.  <b>9–10</b>		
4	<b>Articulation</b> ___ Fingering and bowing ___ Accurate interpretation of markings	There was no noticeable adherence to marked articulation.  <b>1–2</b>	There was some adherence to marked articulation, but needs further refinement.  <b>3–4</b>	Followed marked articulation, but lacked maturity.  <b>5–6</b>	Followed all articulation markings.  <b>7–8</b>	Showed great maturity in following articulation markings.  <b>9–10</b>		
5	<b>Rhythm</b> ___ Accuracy ___ Steadiness	There were significant rhythm problems.  <b>1–2</b>	Rhythms were unclear in several places.  <b>3–4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5–6</b>	Rhythms were accurate.  <b>7–8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9–10</b>		
6	<b>Musicality/ Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo ___ Sincerity ___ Spirit/assurance	There was no noticeable expression in this performance.  <b>1–2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3–4</b>	There was noticeable effort to perform the selection as written.  <b>5–6</b>	All markings were observed and expressed through performance.  <b>7–8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9–10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1–2</b>	Music selection was easy for student grade level.  <b>3–4</b>	Music selection was moderately easy for student grade level.  <b>5–6</b>	Music selection was suitable for student grade level.  <b>7–8</b>	Music selection was exceptionally difficult for student grade level.  <b>9–10</b>		
<b>TOTAL</b>								

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.  
Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Major Scale #1 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Major Scale #2 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
10	Sight-reading	Significant struggles with the rhythm and note accuracy. There was no musicality. <b>1-2</b>	Several times the rhythm and notes were not accurate. There was little musicality. <b>3-4</b>	Most rhythm and notes were accurate. There was a noticeable attention to musicality. <b>5-6</b>	Rhythm and notes were accurate. Musicality was evident throughout the piece. <b>7-8</b>	Rhythm and note accuracy was precise. Musicality mirrored intent of composer. <b>9-10</b>	

### Deductions

#### Attire

- Does not meet TFC guidelines (-3 points)

#### Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-7 of first selection (70 points)	
Total for sections 1-7 of second selection (70 points)	
Average Score	
Scales (20 points)	
Sight-reading (10 points)	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (100 points max)	

1st place must have 75 points or greater  
2nd place must have 55 points or greater

Comments: \_\_\_\_\_  
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Signature of Judge



## ADJUDICATION SHEET

# VISUALIZED BIBLE TEACHING—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Lesson Title \_\_\_\_\_

### Scoring

0–2	Poor
3–4	Fair
5–7	Good
8–9	Excellent
10	Superior

### Comments

#### 1. Lesson Theme \_\_\_\_\_

Significant (salvation or an area of Christian growth)  
Specific (one main thought)  
Appropriate for students in grades 1–6 or 7–12

#### 2. Lesson Content \_\_\_\_\_

Original lesson, Biblically accurate  
Supported the lesson theme  
Balance between Bible lesson and other elements  
Presented concrete concepts for grades 1–6

#### 3. Arrangement and Organization \_\_\_\_\_

Attention-getting introduction  
Appropriate transitions  
Conclusion resolved the action and suggested response

#### 4. Visual Aids \_\_\_\_\_

Colorful and attractive, easily seen  
Appropriate for students in grades 1–6 or 7–12  
Creative in kind and use  
Aided in story comprehension, used correctly and easily

#### 5. Communication Skills \_\_\_\_\_

Eye contact with audience, easily heard  
Variations in voice, volume, pitch, rate  
Good use of gestures, facial expressions, actions, and descriptive words

#### 6. Style and Articulation \_\_\_\_\_

Correct grammar  
Vocabulary appropriate for students in grades 1–6 or 7–12  
Words and names pronounced correctly

#### 7. General Delivery \_\_\_\_\_

Showed emotional involvement in the lesson, posture  
Presented confidently, free from dependence on notes

#### 8. Overall Effectiveness \_\_\_\_\_

Adapted well to assumed audience of students in grades 1–6 or 7–12  
Carried out lesson theme, held attention throughout lesson

#### Total Score \_\_\_\_\_

#### Deductions

##### Time Limit

Spoke less than 8 minutes or more than 12 minutes (-3 pts)

##### Attire

Does not meet TFC guidelines (-3 pts)

##### Required Materials

- Properly prepared outline with bibliography
- Church ministry statement

Partial materials (-3 pts) No materials (-5 pts)

#### Total Deductions \_\_\_\_\_

(-) \_\_\_\_\_

#### Final Score \_\_\_\_\_

#1 Rating—65 points or greater

#2 Rating—50 points or greater

\_\_\_\_\_  
Signature of Judge



## ADJUDICATION SHEET

# VOCAL DUET—Open

Name of Church \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Selection \_\_\_\_\_

Title of Second Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
1	Breath Support	Very little support to the sound. <b>1-2</b>	Some evidence at supporting the sound, but needs work. <b>3-4</b>	Good attempt at supporting the breath with room for improvement. <b>5-6</b>	Solid breathing and support from diaphragm. <b>7-8</b>	Excellent breath control and diaphragmatic support. <b>9-10</b>	
2	Posture	Upper frame totally collapsed. <b>1-2</b>	Some attempt to stand erect, but frame is slouched. <b>3-4</b>	Standing tall, but needs to lift the frame. <b>5-6</b>	Well-balanced, erect stature. <b>7-8</b>	Excellent stance promoting good sound production. <b>9-10</b>	
3	Tone/Intonation ___ Control ___ Pitch ___ Diction ___ Attack/release ___ Resonance ___ Maturity, quality	Major problems hindered musical expression. <b>1-2</b>	Tonal concept was under way, but needs further refinement. <b>3-4</b>	Tone was clear, but lacked maturity. <b>5-6</b>	Tone was characteristic for student grade level. <b>7-8</b>	Tone was profoundly well developed and mature. <b>9-10</b>	
4	Rhythm ___ Accuracy ___ Flow	There were significant rhythm problems. <b>1-2</b>	Rhythms were unclear in several places. <b>3-4</b>	Most rhythms were correct, with only a few spots in inaccuracy. <b>5-6</b>	Rhythms were accurate. <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly. <b>9-10</b>	
5	Interpretation ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance. <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener. <b>3-4</b>	Performance was expressive, but certain areas were still lacking. <b>5-6</b>	Musical expression was evident throughout. <b>7-8</b>	Performance clearly displayed musical expression. <b>9-10</b>	
6	Musicality/Communication ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	The performance did not express musical ideas effectively. <b>1-2</b>	Some musical elements, beyond pitches and rhythms, were evident. <b>3-4</b>	There was a noticeable effort to perform the selection as written. <b>5-6</b>	All markings were observed and expressed through performance. <b>7-8</b>	The performance expressed profound comprehension of the composer's intent. <b>9-10</b>	

Comments: \_\_\_\_\_

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Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.  
 Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE	
7	Blending	Voices lacked a tone quality allowing blend throughout the piece. <b>1-2</b>	Voices stood out from one another and occasionally there was a successful blend. <b>3-4</b>	All parts were sung so that parts could be heard. Occasionally some voices stood out from others. <b>5-6</b>	All parts were sung so that each part could be heard equally well. <b>7-8</b>	Blend was so successful the voices sounded as one. <b>9-10</b>		
8	Difficulty of Music	Music selection is novice level. <b>1-2</b>	Music selection was easy for student grade level <b>3-4</b>	Music selection was moderately easy for student grade level <b>5-6</b>	Music selection was suitable for student grade level. <b>7-8</b>	Music selection was exceptionally difficult for student grade level. <b>9-10</b>		
9	Memorization	The lack of memorization was catastrophic to the success of the performance. <b>1-2</b>	Significant memory problems interfered with the continuity of the performance. <b>3-4</b>	Memory errors were apparent, but did not interrupt the flow of the performance. <b>5-6</b>	There were virtually no memory errors. Minor lapses were handled well. <b>7-8</b>	There were no memory errors. <b>9-10</b>		
							<b>TOTAL</b>	

### Deductions

Attire

- Does not meet TFC guidelines (-3 points)

Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for first selection (90 points)	
Total for second selection (90 points)	
Average Score	
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (90 points max)	

**#1 Rating**—75 points or greater

**#2 Rating**—55 points or greater

Comments: \_\_\_\_\_

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Signature of Judge \_\_\_\_\_





## ADJUDICATION SHEET

# WOODWINDS—Open

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE	SACRED
1	<b>Technique</b> ___ Facility ___ Fingering ___ Fluency ___ Tonguing	Ability to control the instrument needs significant work.  <b>1–2</b>	Several basic components need attention for better facility.  <b>3–4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5–6</b>	Student had appropriate control of the instrument.  <b>7–8</b>	Student has achieved fluent control of the instrument.  <b>9–10</b>		
2	<b>Rhythmic Accuracy</b> ___ Subdivision ___ Dotted notes ___ Ties	There were significant rhythm problems.  <b>1–2</b>	Rhythms were unclear in several places.  <b>3–4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5–6</b>	Rhythms were accurate.  <b>7–8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9–10</b>		
3	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1–2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3–4</b>	Performance was expressive, but certain areas were still lacking.  <b>5–6</b>	Musical expression was evident throughout.  <b>7–8</b>	Performance clearly displayed musical expression.  <b>9–10</b>		
4	<b>Articulation</b> ___ Accuracy in slurring ___ Tonguing	The performance did not express musical ideas effectively.  <b>1–2</b>	There was some adherence to articulation, but needs further refinement.  <b>3–4</b>	Followed articulation, but lacked maturity.  <b>5–6</b>	Followed all articulation markings.  <b>7–8</b>	Showed great maturity in articulation.  <b>9–10</b>		
5	<b>Tone</b> ___ Embouchure ___ Control ___ Character timbre ___ Production ___ Quality	Major tonal problems hindered musical expression.  <b>1–2</b>	Total concept was under way, but needs further refinement.  <b>3–4</b>	Tone was clear, but lacked maturity.  <b>5–6</b>	Tone was characteristic of the instrument.  <b>7–8</b>	Tone was well developed.  <b>9–10</b>		
6	<b>Musicality</b> ___ Sincerity ___ Spirit ___ Assurance	The performance did not express musical ideas effectively.  <b>1–2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3–4</b>	There was a noticeable effort to perform the selection as written.  <b>5–6</b>	All markings were observed and expressed through performance.  <b>7–8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9–10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1–2</b>	Music selection was easy for student grade level.  <b>3–4</b>	Music selection was moderately easy for student grade level.  <b>5–6</b>	Music selection was suitable for student grade level.  <b>7–8</b>	Music selection was exceptionally difficult for student grade level.  <b>9–10</b>		
<b>TOTAL</b>								

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.  
Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE
8	Major Scale #1 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
9	Major Scale #2 ___ Scale	There were significant problems with pitches, tempo, articulation, and other components of the scale requirements. <b>1-2</b>	There were significant problems with some of the scale requirements. <b>3-4</b>	There were minor problems with some of the scale requirements. <b>5-6</b>	The scale was played with all requirements. <b>7-8</b>	The scale exceeded the requirements. <b>9-10</b>	
						<b>SCALES TOTAL</b>	
10	Sight-reading	Significant struggles with the rhythm and note accuracy. There was no musicality. <b>1-2</b>	Several times the rhythm and notes were not accurate. There was little musicality. <b>3-4</b>	Most rhythm and notes were accurate. There was a noticeable attention to musicality. <b>5-6</b>	Rhythm and notes were accurate. Musicality was evident throughout the piece. <b>7-8</b>	Rhythm and note accuracy were precise. Musically mirrored intent of composer. <b>9-10</b>	<b>N/A</b>

### Deductions

#### Attire

- Does not meet TFC guidelines (-3 points)

#### Required Materials

- Numbered scores
- Church ministry statement
- Partial materials (-3 points)
- No materials (-5 points)

Total for sections 1-7 of first selection (70 points)	
Total for sections 1-7 of second selection (70 points)	
Average Score	
Scales (20 points)	
Sight-reading (10 points)	<b>N/A</b>
Total Deductions (-8 points max)	
<b>FINAL SCORE</b> (100 points max)	

**#1 Rating**—65 points or greater

**#2 Rating**—50 points or greater

Comments: \_\_\_\_\_  
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\_\_\_\_\_  
Signature of Judge



## ADJUDICATION SHEET

# WOODWINDS—Scholarship

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Classical Selection \_\_\_\_\_

Title of Sacred Selection \_\_\_\_\_

Circle the points received in each category—put the total for each section in the appropriate box at the bottom of each section and in the total boxes.

Use a (+) or a (-) next to the subcategories (under the main categories) to indicate areas of excellence or areas that need improvement.

							SCORE	SACRED
1	<b>Technique</b> ___ Facility ___ Fingering ___ Fluency ___ Tonguing	Ability to control the instrument needs significant work.  <b>1-2</b>	Several basic components need attention for better facility.  <b>3-4</b>	Good fundamental approach. Performance lacked only fluency.  <b>5-6</b>	Student had appropriate control of the instrument.  <b>7-8</b>	Student has achieved fluent control of the instrument.  <b>9-10</b>		
2	<b>Rhythmic Accuracy</b> ___ Subdivision ___ Dotted notes ___ Ties	There were significant rhythm problems.  <b>1-2</b>	Rhythms were unclear in several places.  <b>3-4</b>	Most rhythms were correct, with only a few spots of inaccuracy.  <b>5-6</b>	Rhythms were accurate.  <b>7-8</b>	Rhythms were precise. Attacks and releases were executed exactly.  <b>9-10</b>		
3	<b>Interpretation</b> ___ Artistry ___ Dynamic contrast ___ Phrasing ___ Style ___ Tempo	There was no noticeable expression in this performance.  <b>1-2</b>	Expression was inhibited or too subtly conveyed to the listener.  <b>3-4</b>	Performance was expressive, but certain areas were still lacking.  <b>5-6</b>	Musical expression was evident throughout.  <b>7-8</b>	Performance clearly displayed musical expression.  <b>9-10</b>		
4	<b>Articulation</b> ___ Accuracy in slurring ___ Tonguing	The performance did not express musical ideas effectively.  <b>1-2</b>	There was some adherence to articulation, but needs further refinement.  <b>3-4</b>	Followed articulation, but lacked maturity.  <b>5-6</b>	Followed all articulation markings.  <b>7-8</b>	Showed great maturity in articulation.  <b>9-10</b>		
5	<b>Tone</b> ___ Embouchure ___ Control ___ Character timbre ___ Production ___ Quality	Major tonal problems hindered musical expression.  <b>1-2</b>	Total concept was under way, but needs further refinement.  <b>3-4</b>	Tone was clear, but lacked maturity.  <b>5-6</b>	Tone was characteristic of the instrument.  <b>7-8</b>	Tone was well developed.  <b>9-10</b>		
6	<b>Musicality</b> ___ Sincerity ___ Spirit ___ Assurance	The performance did not express musical ideas effectively.  <b>1-2</b>	Some of the musical elements, beyond pitches and rhythms, were evident.  <b>3-4</b>	There was a noticeable effort to perform the selection as written.  <b>5-6</b>	All markings were observed and expressed through performance.  <b>7-8</b>	The performance expressed profound comprehension of the composer's intent.  <b>9-10</b>		
7	<b>Difficulty of Music</b>	Music selection was novice level.  <b>1-2</b>	Music selection was easy for student grade level.  <b>3-4</b>	Music selection was moderately easy for student grade level.  <b>5-6</b>	Music selection was suitable for student grade level.  <b>7-8</b>	Music selection was exceptionally difficult for student grade level.  <b>9-10</b>		
<b>TOTAL</b>								





ADJUDICATION SHEET

**PREPARED WRITINGS—Open**

Genres: Short story, general essay, first-person story, in-depth news story

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of First Entry \_\_\_\_\_ Genre \_\_\_\_\_

Title of Second Entry \_\_\_\_\_ Genre \_\_\_\_\_

**Scoring**

- 0–2 Poor: Recognizes effort expended; writing falls short of consideration
- 3–4 Fair: Writing is immature, lacking finesse; needs further development
- 5–7 Good: Writing is good but not outstanding; needs further development
- 8–9 Excellent: Writing is excellent in most respects; defects or ineffectiveness only minor; only slightly below superior
- 10 Superior: Represents the best conceivable writing; state and national champion caliber

**Comments on First Entry**

**Comments on Second Entry**

N—Nonfiction F—Fiction

**First Entry**      **Second Entry**

**1. Sense of Audience** \_\_\_\_\_

**2. N Central Idea**  
**F Theme/Plot** \_\_\_\_\_

**3. N Structure of Article**  
**F Point of View and Setting** \_\_\_\_\_

**4. Beginning/Lead** \_\_\_\_\_

**5. Middle/Development** \_\_\_\_\_

**6. Conclusion** \_\_\_\_\_

**7. N Sentences and Paragraphs;**  
**Transitions**  
**F Characters/Characterizations** \_\_\_\_\_

**8. N Style and Diction; Voice and Tone**  
**F Dialogue and Narrative Style** \_\_\_\_\_

**9. Mechanics and Presentation** \_\_\_\_\_

**10. Theological Soundness** \_\_\_\_\_

**Combined Score for Entries 1 and 2** \_\_\_\_\_

**Deductions**

**Required Materials**

- Prepared writings
- Reading summary, bibliography
- List of articles read
- Church ministry statement
- Partial materials (-3 pts) No materials (-5 pts)

**Total Deductions** (-) \_\_\_\_\_

**Total Score for Entries 1 and 2** \_\_\_\_\_

\_\_\_\_\_  
Signature of Judge



ADJUDICATION SHEET

**IMPROMPTU WRITING—Open**

Name of Contestant \_\_\_\_\_ City/State \_\_\_\_\_

Title of Impromptu \_\_\_\_\_

**Scoring**

- 0–2 Poor: Recognizes effort expended; writing falls short of consideration
- 3–4 Fair: Writing is immature, lacking finesse; needs further development
- 5–7 Good: Writing is good but not outstanding; needs further development
- 8–9 Excellent: Writing is excellent in most respects; defects or ineffectiveness only minor; only slightly below superior
- 10 Superior: Represents the best conceivable writing; state and national champion caliber

**Comments on Impromptu Writing**

**1. Sense of Audience** \_\_\_\_\_

**2. Central Idea** \_\_\_\_\_

**3. Structure of Article** \_\_\_\_\_

**4. Beginning/Lead** \_\_\_\_\_

**5. Middle/Development** \_\_\_\_\_

**6. Conclusion** \_\_\_\_\_

**7. Sentences and Paragraphs; Transitions** \_\_\_\_\_

**8. Style and Diction; Voice and Tone** \_\_\_\_\_

**9. Mechanics and Presentation** \_\_\_\_\_

**10. Theological Soundness** \_\_\_\_\_

**Score for Impromptu** \_\_\_\_\_

**Score for Entries 1 and 2** \_\_\_\_\_

**Total Score** \_\_\_\_\_

**Total Score Divided by 3** \_\_\_\_\_

**Deductions**

**Attire**

Does not meet TFC guidelines (-3 pts) (-) \_\_\_\_\_

**Final Score** \_\_\_\_\_

\_\_\_\_\_  
Signature of Judge

**#1 Rating**—80 points or greater    **#2 Rating**—60 points or greater