

Name: _____



Wando Chorus Placement Test:

After the spring concert, students will begin their individual placement tests for next year's choir placement. All current students must complete this test as it is part of their 4th quarter grade.

Students will test privately with Mr. Wilkinson and Mrs. Atwood in the practice room. Students should be prepared for their placement test by Friday, May 2nd.

Students will receive points in three categories for a total of 50 points.

1. **Prepared Song (20 Points):** "Alleluia" by Pergolesi. Please see the measures required in the printed music. The grading rubric for this portion is also attached. Student's score on the rubric will be doubled. (Rubric is scored out of a max 10 points- when doubled, the max is 20)
2. **Sight-Reading (20 Points):** Please see the packet of practice examples and specific grading rules.
3. **Tonal Dictation (6 Points):** Students will hear one pattern from the possible 55 examples provided. The pattern will be played on the piano, and the student will sing back on solfege syllables.
4. **Participation & Leadership (4 points):** Students will be evaluated on their class participation, ability to stay on task, and leadership skills in the final month of school.

The total points earned on the placement test will be used to place students into choir ensembles for 2025-2026.

Scoring Rubric

	1	2 3	4 5	6 7	8 9	10
Rhythmic and Timing Accuracy	Rhythms are not performed accurately, or student is inaudible.	Rhythms are inaccurate more than half of the time. Rhythm and/or timing inaccuracies detract greatly from the overall performance.	Rhythms are accurate about half of the time. Frequent or repeated duration errors. Rhythm problems or timing problems detract from the overall performance. There are frequent and/or repeated errors	Rhythms are mostly accurate and the timing is mostly secure. However, frequent and/or repeated rhythmic errors or timing issues detract from the overall performance.	Rhythms are consistently accurate and the timing is secure. Errors do not detract from the overall performance.	The timing is secure and all rhythms are accurate for the performance.
Pitch and Intonation	The student's pitch does not maintain any pitch center or was inaudible	The student's pitch lacks focus on the center of the pitch and key. Intonation detracts from the overall performance.	The pitches are accurately produced half of the time. Significant problems with intonation.	The pitches and mostly accurate and the key is mostly secure. Some problems with intonation.	The pitches are consistently accurate and the key is held securely. Very few intonation problems occur and do not detract from the overall performance.	The student's pitch is centered and the key is held securely with no tendencies to go sharp or flat.
Diction: (vowels, consonants, syllabic stress)	The text is rarely enunciated or pronounced correctly and the text is not discernable or was inaudible.	Student performs with pure vowels and clear consonants less than half of the time. Diction errors significantly detract from the overall performance.	Student performs with pure vowels and clear consonants only half of the time. Occasional diction errors detract from the overall performance.	Student performs with pure vowels and clear consonants frequently. Occasional diction errors detract from the overall performance.	Student performs with pure vowels and clear consonants consistently. Very few diction errors that do not detract from the overall performance.	Student performs with pure vowels and clear consonants at all times and clear consonants at all times
Tone Quality	The tone is not focused, clear, centered, or supported, regardless of the range. Tone significantly detracts from the overall performance.	The tone is not focused, clear, centered, or supported, regardless of the range during most of the piece. Tone greatly detracts from the overall performance.	The tone is often not focused, clear, centered, or supported, regardless of the range. Tone detracts from the overall performance.	Tone is sometimes focused, clear and centered, however, at times the tone is uncontrolled in the normal singing range. Extremes in range are usually uncontrolled. Occasionally the tone detracts from overall performance.	Tone is focused, clear and centered through the normal singing range. Extremes in range sometimes cause tone and support to be less controlled. Tone quality typically does not detract from the overall performance.	Tone is consistently focused, clear, and centered with proper breath support throughout the range of the voice. Tone quality enhances the overall performance.
Musicality	Performance does not demonstrate nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident.	Performance rarely demonstrates nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident.	Performance occasionally demonstrates nuance and style that is indicated in the score. Phrasing is very inconsistent. Attention to dynamic level is not evident.	Performance includes some of the nuance and style that is indicated in the score. Phrasing is inconsistent at times. Dynamic levels are sometimes observed, but are inconsistent.	Performance includes most of the nuance and style that is indicated in the score. Phrasing is evident, but inconsistent. Dynamic levels are observable, but lack consistency.	Performance includes creative nuance and style in response to the score. Phrasing is consistent and accurate. Consistent use of dynamics throughout the performance.

Total Score Doubled

Alleluia

for Five-part Chorus of Mixed Voices (SSATB) *a cappella*

GIOVANNI BATTISTA PERGOLESI
(1710-1736)

Edited by Hubert Bird

[♩ = 66-74] *[f sempre]*

1 Soprano Al - le - lu - ia, Al - le - lu - ia, Al - le - lu -

2 Alto Al - le - lu - ia, Al - le - lu -

Tenor le - lu -

Bass Al

Keyboard (for rehearsal only) *[f sempre]*

4 NB = No Breath

S1 ia, Al

S2 ia, Al - le - lu - ia

A ia, Al - le - lu - ia, Al - le - lu -

T le - lu - ia

B Al - le - lu - ia, Al - le - lu - ia, Al - le - lu -

4

* The original is a whole tone lower and *alla breve*

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44835B

3

7

S1 le - lu - ia, Al - le - lu - ia,

S2 Al - le - lu - ia.

A ia. Al - le - lu - ia.

T Al - le - lu - ia.

B ia. Al - le - lu - ia. Al - le - lu -

7

10

S1 Al - le - lu - ia. Al -

S2 Al - le - lu - ia.

A Al - le - lu - ia. 'Al

T Al - le - lu - ia.

B ia. Al - le - lu - ia. Al

10

all parts
cresc.
m. 11 + 12

4

1

Musical score for SATB choir, measures 13-18. The score includes vocal lines for Soprano 1 (S1), Soprano 2 (S2), Alto (A), and Tenor/Bass (T/B). The lyrics are: "le - lu - ia. Al - le - lu - ia. Al - le - lu - ia. Al - le - lu - ia." Performance markings include "MB" (Mezzo Forte) and "N.B." (Nota Bene). Measure numbers 13, 14, 15, 16, 17, and 18 are indicated at the start of their respective systems.

Musical score for SATB choir, measures 19-20. The score includes vocal lines for Soprano 1 (S1), Soprano 2 (S2), Alto (A), and Tenor/Bass (T/B). The lyrics are: "Al - le - lu - ia. Al - le - lu - ia." Performance markings include "ia." and "ib." Measure numbers 19 and 20 are indicated at the start of their respective systems.

Sight-Reading: (20 points) Students will be given the tonic triad and the beginning pitch. They will have 60 seconds to practice the 8 measure piece. After 60 seconds, the students will hear the tonic triad and the beginning pitch again. The students will then have 45 seconds to sing perform the piece. The student must set his/her own tempo. A count off tempo will NOT be given. The student may sing on solfege, numbers, la, ta, count-singing, etc. **The score range will be 0 – 20.** Students will receive two points per measure (for a total of 16 points when they have completed the piece perfectly as written), plus two points for singing in the key that was given on the recording, and two points for maintaining a steady tempo with no hesitations or restarts.

Sight Reading Parameters:

1. The piece will be in any major key.
2. The piece will start on any note.
3. The most difficult rhythm will be a dotted quarter note followed by an eighth note.
4. There may be a quarter rest.

Please study using the examples on the next pages.

Practice Tips:

1. Use <https://sightreadingfactory.com/>
2. Sing out loud during the practice time.
3. Practice basic tonal patterns online.

6

Sight Singing

SC All-State



1.

2.

3.

4.

5.

6.

7.

8.

89.

Sight Singing

SC All-State



9.

10.

11.

12.

13.

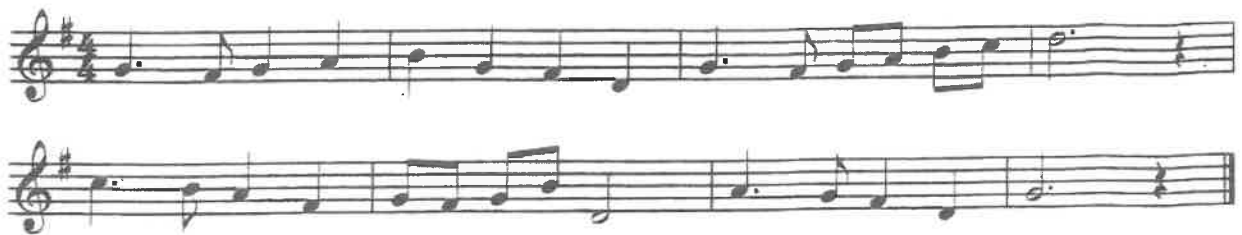
14.

15.

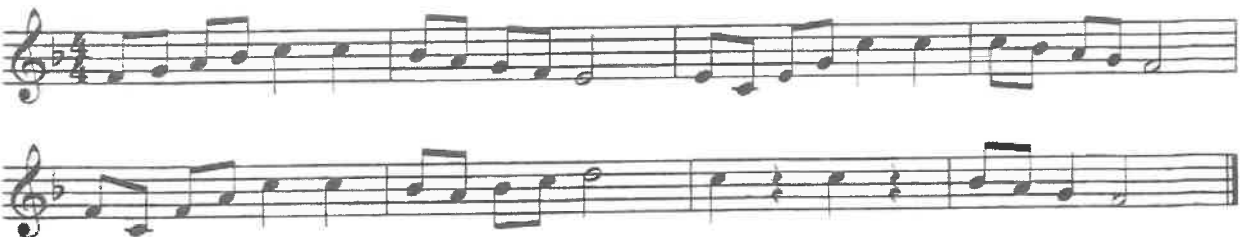
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Sight Singing

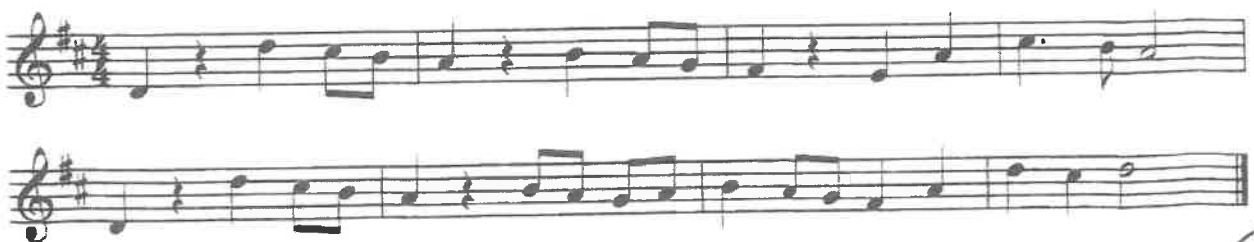
SC All-State

21. 

22. 

23. 

24. 

25. 

Sight Singing

SC All-State

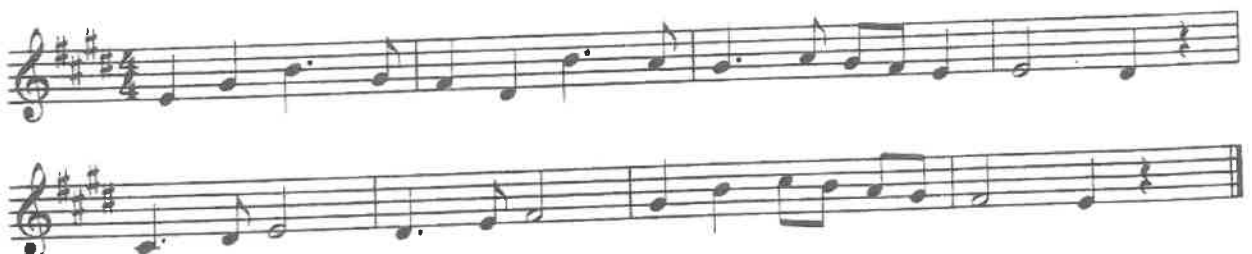
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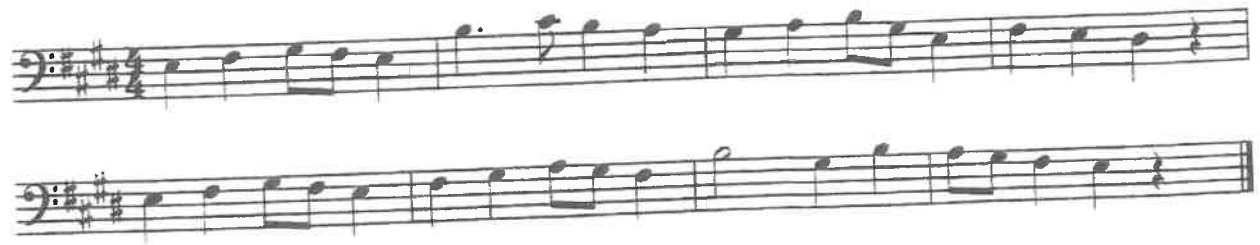
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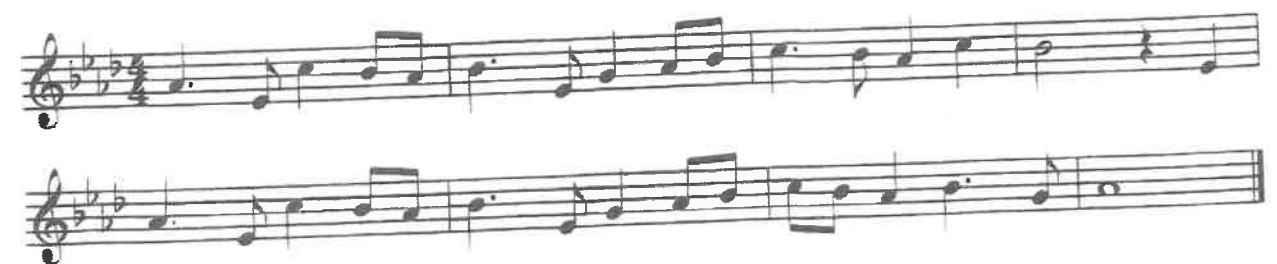
33



34



35



Sight Singing

SC All-State
(Skips to I, IV, V7 in Major)

73.

74.

75.

76.

77.

78.

79.

80.



7

Sight Singing

SC All-State
(Skips to I, IV, V7 in Major)

81.

82.

83.

84.

85.

86.

87.

88.

Sight Singing

SC All-State
(Skips to I, IV, V7 in Major)

89. 

90. 


91. 

92. 

93. 

94. 

95. 

96. 

Sight Singing

SC All-State
(Steps to I, IV, V7 in Major)

97.

98.

99.

100.

101.

102.

103.

104.

Tonal Patterns for Placement Test

Ear Training/Tonal Dictation

You will hear one of the patterns listed below played on the piano.

Each pattern will be played three times if needed. The student will sing back the pattern on solfege.

Practice online!!!!

www.wandochorus.com

1	Do Fa Mi	30	Mi Fa Fi
2	Do Mi La	31	Mi Fa La
3	Do Mi Me	32	Mi Fa Re
4	Do Sol Fi	33	Mi Ri Do
5	Do Sol Me	34	Mi Sol Mi
6	Do Sol Mi	35	Fa Re Ti
7	Do Sol Re	36	Sol Do Mi
8	Do Ti Mi	37	Sol Fi Mi
9	Do La Te	38	Sol Fi Sol
10	Do Re Sol	39	Sol Mi Sol
11	Do Sol Fa	40	Sol Re Fa
12	Do Sol Te	41	Sol Ti Do
13	Do Te La	42	Sol Do Fa
14	Do Ti Sol	43	Sol La Fa
15	Re Mi Do	44	Sol Re Mi
16	Re Mi Ti	45	Sol Re Ti
17	Re Sol Fa	46	La Do Fa
18	Re Do Fa	47	La Fa Sol
19	Re Do La	48	La Re Fa
20	Re Fa Mi	49	La Si La
21	Re Mi La	50	La Do Mi
22	Re Ti Mi	51	La Fi Sol
23	Mi Do Ti	52	La Mi Ri
24	Mi Fi Sol	53	La Re Mi
25	Mi Re Sol	54	La Sol Fi
26	Mi Sol Do	55	La Sol Fa
27	Mi Sol Fi		
28	Mi Ti Do		
29	Mi Do La		

Scoring	6 points max
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6 points	1st playing of pattern student responds immediately with correct answer 3/3.
5 points	1st playing of pattern student sings pattern 3/3 with time to figure it out.
4 points	2nd playing of pattern student sings 3/3 notes correctly.
3 points	3rd playing of pattern student sings 3/3 notes correctly.
2 points	3rd playing of patterns student sings 2/3 notes correctly
1 point	3rd playing of pattern student sings 1/3 notes correctly.
0 points	3rd playing of pattern student sings 0/3 notes correctly.