

Jury Rubric

Student Name: _____

Part One: Compartment Score. Circle a score for the performer's compartment.

| | |
|---|---|
| 4 | Enters with necessary music and equipment, brings forms, gets ready quickly, takes special care in attire |
| 3 | Is missing something, not unpacked, otherwise not quite ready, attire neat but not special |
| 2 | Is missing more than one thing, not ready at performance time, careless in attire |
| 1 | Unprepared to perform |

Part Two: Holistic Rating on the performance. Circle the score you assign.

| | |
|-----|---|
| 7-8 | A well-prepared and executed performance, featuring well produced tone, accurate rhythms and pitches (or beat patterns and cues for conductors), good intonation, well-developed phrasing and effective use of expressive elements. Technique is organized and under the performer's control. This performer "said something" and demonstrated solid musicianship. |
| 5-6 | The student has basic fundamentals of sound production in place, but is not entirely in control of technique. This performance had errors, but not so many as to distract from the overall musical experience. The performance is at an acceptable level for continuing in studio class. |
| 3-4 | The student appears to be struggling with fundamental tone production or other basic technique. The mistakes that were made distracted from the music being presented. The required repertoire might be too difficult for the student. This student might not be ready to continue in studio class, and must demonstrate significant progress at the next jury in order to continue beyond that quarter. |
| 1-2 | A poor performance. There are many mistakes in all categories. Tone is not characteristic of the instrument. Technique is not organized or routine. Expressive elements are inappropriate, ineffective, or not present at all. This student is not meeting the demands of the repertoire in this studio class. |

Written Comments on the overall performance:

Part Three: Particular Criteria of the performance vehicle. Assign a score from 1-8 with 8 being superior. Factor in Student Experience and noticeable progress. Support with specific comments. Faculty with little expertise in a specific category can stop here. Possible topics listed below

- | | | | |
|----------------------------------|------------------------------|-------------------|--------------------------|
| <i>Posture concerns</i> | <i>Diction</i> | <i>Use of Air</i> | <i>Facial Expression</i> |
| <i>Positioning of Instrument</i> | <i>Tone Production</i> | <i>Embouchure</i> | <i>Articulation</i> |
| <i>Shifting registers</i> | <i>Fingering patterns</i> | <i>Bow use</i> | <i>Rudiments</i> |
| <i>Pedaling</i> | <i>Hand/Arm independence</i> | | |
| <i>Clarity of movements</i> | <i>Quality of movements</i> | <i>Cueing</i> | |

Part Three Score

EVALUATOR SIGNATURE _____

Grade equivalent of scores:

A = 16-20; B = 12-15; C = 8-11; D = 4-7; F = 0-3

GRADE EQUIVALENT: _____

Summation: Part 1: _____

Part 2: _____

Part 3 (or part 2 again): _____

TOTAL SCORE: _____

Jury Examination Form

(rev. 11/09)

Fill out this side this form and present to the panel of faculty at your jury. Please check with posted information to know how many copies to provide for your panel.

Student Name: _____ Class Standing: _____
 Performance Vehicle: _____ Emphasis Area: _____
 Studio Course: _____ Studio Teacher: _____

How many quarters of studio have you now completed? _____

Is this jury part of an audition for upper division studio? Y / N

Is this a make-up jury? Y / N Is this a pre-recital jury? Y / N

Ensemble: _____ Theory Level: _____

Class Piano Level: _____ Musicianship Level: _____

Did you participate in Seminar class this quarter? _____

Below, list the repertoire, scales and etudes you worked on in studio this quarter. Indicate if you have performed any, and if you began working on any in a previous quarter. Put a star next to works that are memorized.

| Work title | Composer | Performed | Continued/ Review |
|------------|----------|-----------|-------------------|
| | | | |

Please list two goals you had for studio this quarter, and tell how you have reached them. (Attach a separate sheet of paper if needed)

Singers, please attach a separate piece of paper with a 1-2 line paraphrase of all non-English texts; and if you have had diction class. include the phonetic reading of one non-English text