

Semester and Assessment Jury Rubric: Instrumental

Standard	Excellent (5.0 - 4.5)	Good (4.0 - 3.5)	Fair (3.0 - 2.5)	Weak (2.0 - 1.5)	Insufficient (1.0 - 0.5)
Musical Style	Shows consistent awareness of context and compositional intent of music. Sensitive performance evokes an appropriate character of the highest calibre.	Mostly demonstrative of musical context and compositional intent, with brief moments of lapse.	Sometimes performs with evidence of style or nuance, but is inconsistent.	Style is mostly rigid, mechanical or awkward.	Performance lacks stylistic elements, does not have musical vision or understanding.
Technique Breathing, articulation, fingering, bowing, pedaling, etc.	Mechanical aspects of playing are polished and enhance the performance.	Mechanics are mostly good, but small flaws minorly affect the performance.	Struggles with technical issues are evident and detract from the performance.	Struggles with technical issues are pronounced and greatly hinder the performance.	Significant lack of skill in technical ability. Performance completely disrupted by these flaws.
Phrasing	Phrasing is always consistent and sensitive to style of music. Performance demonstrates musical direction.	Sensitivity to musical direction is reflected in the performance, but is not always successful or effective.	Some evidence of phrase shaping and direction are evident, but it is often rigid, mechanical, or awkward.	Severely limited musical direction leads to a musically uninteresting performance.	Complete lack of phrase shaping.
Dynamics	Dynamic levels are obvious and consistently observed. Performer uses nuance and musical discretion for an effective performance.	Dynamic levels are usually consistent and sensitive to the style of music being performed.	Success with dynamic levels fluctuates, but dynamics can be discerned.	Attention to dynamic levels is not obvious and contributes to an uninteresting performance.	Complete lack of dynamic variation or attention to appropriate application.
Pitch Accuracy	Notes and intonation are consistently accurate.	An occasional inaccurate or out of tune note is played, but does not detract from overall performance.	More than a few inaccurate or out of tune notes are played, detracting from the overall performance.	Wrong or out of tune notes consistently detract from the performance.	Pitch inaccuracy or intonation is so pronounced as to make the music unrecognizable.
Rhythmic Integrity	Rhythms are accurate and interpreted correctly for the style of music being played. Tempi are appropriately chosen and are stable and consistent.	The beat and rhythms are mostly secure and accurate. There are a few duration errors, but these are a minor detraction from the overall performance.	The beat is sometimes erratic making rhythmic flow suspect and/or rhythmic inaccuracies detract from the overall performance.	The beat and rhythms are quite erratic and seldom accurate, detracting significantly from the overall performance.	A lack of rhythmic awareness and inability to maintain a steady beat and accurate rhythms leads to ineffective performance.

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Tone quality	Production of sound is professional, clear, appropriate and even throughout range. Vibrato and dynamics are used to enhance tone. Appropriate layering/voicing in music with multiple lines/textures.	Extreme ranges, diction, or articulation sometimes cause tone to be less controlled. Tone quality typically does not detract from the performance. Vibrato and dynamic nuance may be used inappropriately or absent. Voicing is present but less focused.	Tone is inconsistent even in the normal range. Tone quality often detracts from overall performance. Vibrato is not integrated and dynamic enhancement is rarely used. Voicing of different lines is difficult to discern.	Tone is not focused, clear or centered regardless of the range being played, detracting significantly from the overall performance.	Control of tone is absent and completely detracts from a successful performance.
Stage presence	Student maintains a professional disposition and shows both commitment to piece/text/character, as well as enthusiasm to communicate their music with the audience	Student maintains mostly professional disposition and commitment to piece, text, character.	Noticeable weaknesses in comportment affect the performance, but do not derail it.	Significant lack of professionalism and comportment inhibits the effectiveness of the performance.	Complete lack of professionalism and comportment greatly or completely inhibits the effectiveness of the performance.
Overall preparation including ensemble with pianist	Obvious readiness in all categories leads to a performance of the highest calibre.	Student is mostly prepared with a few minor flaws that detract from the performance.	Student shows noticeable lack of preparation that impacts the performance.	Significant lack of readiness greatly inhibits the effectiveness of the performance.	Student is obviously not prepared and performance is ineffective.
Assessment of progress with input from studio teacher	Student is on track and excels in all areas.	Students is mostly on track with a few weaknesses that are easily addressed.	Student has areas of concern to address in order to proceed successfully.	Student has a significant number of weaknesses that make success difficult.	Student has prohibitive weaknesses and continuation in music study is not advised.