

Semester and Assessment Jury Rubric: Jazz

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)
Jazz Style / Interpretation phrasing, feel, etc.	Shows consistent awareness of context and stylistic intent of music. Sensitive performance evokes an appropriate character of the highest caliber.	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 articulation, breathing, fingering, 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.
Improvisation creativity, harmonic accuracy, etc.	Strong awareness of stylistic and harmonic content; the ability to communicate ideas clearly, personally, and creatively enhance the performance.	Good awareness of stylistic and harmonic content; communicates musical ideas relatively clearly and creatively, with minor performance flaws.	Shows some evidence of stylistic and harmonic content awareness, but struggles to communicate musical ideas clearly and creatively, evident technical flaws detract from the performance.	Shows little awareness of stylistic and harmonic content; musical ideas lack clarity and creativity; major technical flaws hinder the performance.	Complete lack of awareness of stylistic and harmonic content.
Ensemble playing / arrangement solo arrangement or play-along comping	With play-along audio: demonstrates the ability to perform with balance, dynamics, and sense of ensemble; playing alone: demonstrates the ability to creatively arrange and to perform the piece, while successfully conveying its essential melodic, harmonic, and rhythmic elements.	With play-along audio: presents minor balance and dynamics issues; sense of ensemble playing gets lost at times; playing alone: arrangement of the piece presents minor flaws and a few musical elements required by the piece are sometimes missing.	With play-along audio: several balance and dynamics issues, often forgets about the backing band; playing alone: the solo arrangement misses several important musical elements required by the piece, detracting from the overall performance.	With play-along audio: many balance and dynamics issues, struggles to follow the backing band; playing alone: large sections of the solo arrangement are missing important musical elements required by the piece.	With play-along audio: complete lack of dynamics and balance awareness; cannot follow the backing band; playing alone: the original piece is unrecognizable and the arrangement is largely incomplete.

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)
Pitch Accuracy / Intonation	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.
Time / Rhythm	Accurate and effective performance of the tempo and rhythms required by the piece. Tempo is stable and consistent throughout.	Mostly accurate performance of the tempo and rhythms required by the piece. Tempo is stable and consistent enough, and so the detracting from the overall performance is minor.	Some rhythms are inaccurate and the tempo is sometimes erratic, detracting from the overall performance.	The tempo 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.
Music Selection contrasting selections, adequate level	The performed pieces/exercises provide a creative program, with contrasting styles and tempos.	The performed pieces provide a reasonable, though not ideal, contrast in style and tempos.	The musical selection provides little variety and contrast; the student's stylistic range or willingness to expand it seems limited.	The musical selection seems too easy, too similar, and below the student's level	The student has prepared only one piece of music.
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 caliber.	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.	Student 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.