

**BLOOMSBURG UNIVERSITY OF PENNSYLVANIA**  
**Division of Music**

REV: 2/2014

**JURY EXAMINATION AND SEMESTER ASSESSMENT FORM IN APPLIED MUSIC**

This form is to be filled out by the **APPLIED INSTRUCTOR** and turned in to the music office for duplication by **noon the day before the jury is scheduled.**

Student Name: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_ Jury Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Applied Instructor: \_\_\_\_\_ Instrument: \_\_\_\_\_ Semester of Applied Study: **Fresh Soph Jr Sr**

**COMPOSITIONS TO BE PERFORMED FOR THE EXAMINATION**

Composer	Title	Difficulty Level
1.		1 2 3 4 5 (circle one)
2.		1 2 3 4 5 (circle one)

APPLIED INSTRUCTOR COMMENTS: \_\_\_\_\_

Applied Instructor Signature: \_\_\_\_\_ Date \_\_\_\_\_

**JURY ASSESSMENT SCORING GRID**

Tone	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Intonation	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Technique/Rhythm	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Diction/Articulation	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Musicality	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Memorization	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Ensemble	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Performance Skill	5 <sup>(A)</sup>	4 <sup>(B)</sup>	3.5 <sup>(C)</sup>	3 <sup>(D)</sup>	2 <sup>(F)</sup>	0	DNA
Comments:							
Overall Difficulty Rating	10 <sup>(5)</sup>	8 <sup>(4)</sup>	6 <sup>(3)</sup>	4 <sup>(2)</sup>	2 <sup>(1)</sup>	0	

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

**Total Score:**

Points Earned
Point Possible

**Evaluator** \_\_\_\_\_

## JURY RUBRIC VALUES

### **Tone**

- 5. Accomplishes graduate study entry-level tone quality throughout range
- 4. Accomplishes characteristic tone quality throughout range
- 3.5 Usually Accomplishes characteristic tone quality throughout range
- 3. Occasionally accomplishes characteristic tone quality throughout range
- 2. Seldom accomplishes characteristic tone quality
- 0. Does not accomplish a characteristic tone
- DNA - Does not apply

### **Intonation**

- 5. Performs in tune at all times
- 4. Performs in tune at all times with minor imperfections
- 3.5. Usually performs in tune during the performance
- 3. Makes adjustments and an effort to perform in tune
- 2. Seldom performs in tune during the performance
- 0. Does not perform in tune.
- DNA - Does not apply

### **Technique/Rhythm**

- 5. Always performs correct notes and rhythms
- 4. Performs notes and rhythms with minor imperfections
- 3.5. Usually performs correct notes and rhythm
- 3. Number of incorrect notes/rhythms interferes with the flow of the piece
- 2. Large number of incorrect notes/rhythms calls preparation into question
- 0. Does not perform Technique/Rhythm in an appropriate manner

### **Diction/Articulation**

- 5. Performs with appropriate diction/articulation throughout
- 4. Usually performs with appropriate diction/articulation throughout
- 3.5. Often performs with appropriate diction/articulation throughout
- 3. Occasionally performs with appropriate diction/articulation throughout
- 2. Rarely performs with appropriate diction/articulation throughout
- 0. Does not perform with appropriate diction/articulation

### **Musicality**

- 5. Always displays appropriate style with appropriate music phrase shaping
- 4. Always displays appropriate style and usually shapes phrases
- 3.5. Usually in appropriate style with shaped phrases
- 3. Often in appropriate style with shaped phrases
- 2. Occasionally in appropriate style with shaped phrases
- 0. Does not perform in appropriate style or shape phrases

### **Memorization**

- 5 Performance was musical and without memory slip
- 4. Performance was without memory slip
- 3.5. Performance included 1-2 memory slips
- 3. Performance included several memory slips
- 2. Performance included memory slips that caused hesitation
- 0. Performance was not memorized
- DNA - Does Not Apply

### **Ensemble**

- 5. Soloist and Accompanist performed with high level of musical awareness of each other
- 4. Soloist and Accompanist were together throughout the piece
- 3.5. Soloist and Accompanist were usually together throughout
- 3. Soloist and Accompanist had occasional difficulty maintaining ensemble
- 2. Soloist and Accompanist had difficulty in maintaining ensemble throughout
- 0. Soloist and Accompanist were not prepared to perform together
- DNA - Does Not Apply

### **Performance Skill**

- 5. Performer maintains a graduate study entry-level presence in both musical and extra- musical issues of performance.
- 4 Performer usually maintains a graduate study entry-level presence in both musical and extra-musical issues of performance.
- 3.5. Performer often maintains a graduate study entry-level presence in both musical and extra-musical issues of performance.
- 3. Performer maintained an appropriate presence in both musical and extra-musical skills
- 2. Performer maintained an appropriate presence in both musical and extra-musical skills with some difficulty
- 0. Performer did not maintained an appropriate presence in both musical and extra-musical skills!

### **Difficulty** (as judged against a musical norm and set by the applied instructor)

- 5. Of the highest technical and musical difficulty
- 4. Of moderate technical and high musical difficulty
- 3. Of moderate technical and musical difficulty
- 2. Of modest technical and musical difficulty
- 1. Of easy technical and musical difficulty
- 0. Inappropriate for music major jury performance

Jury Grading Scale: Reflects expected increased level of achievement as a student progresses through their program of study.

Freshmen:            75%-A 70%-B 65%-C 60%-D  
 Sophomore:        80%-A 75%-B 70%-C 65%-D

Junior:    85%-A 80%-B 75%-C 70%-D  
 Senior:    90%-A 85%-B 80%-C 75%-D