

**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
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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