

## Performance Assessment Form (revised 4.6.15)

### Guidelines:

- 1] Evaluate each piece by assigning scores for each of the applicable performance facets.
- 2] All judges must evaluate each performance on the same facets.
- 3] This scale is intended to measure the quality of a specific performance and nothing more. Avoid any influence on your scoring from prior knowledge of such things as the performer's ability, progress and attitude.
- 4] Improvisation (facet #11) is defined as how well someone performed melodically within the harmony, demonstrated rhythmic control, and showed originality or, when appropriate, imitation of a quality model.
- 5] The comments section can be used to address technique, stage presence, etc., and specifics about any facet.

### Descriptors - Each rating on the 1-5 scale is described as:

- [5] **Exceptional**, exemplifying mastery in a facet of musical performance, with no, or very few, minor flaws that caused no perceptible detriment to the quality of the performance.
- [4] **Commendable**, very accomplished in a facet of musical performance, but not worthy of the highest rating due to a few minor flaws that caused only negligible detriment to the quality of the performance.
- [3] **Adequate**, showing moderate accomplishment in a facet of musical performance, but with at least one serious flaw, or numerous minor flaws that caused noticeable detriment to the quality of the performance.
- [2] **Marginal**, with several serious flaws that caused substantial detriment to the quality of the performance.
- [1] **Deficient**, with numerous serious flaws that caused extreme detriment to the quality of the performance.

<b>Student Name:</b> _____	<b>Applied</b> _____	<b>ID#</b> _____
<b>Degree Pursuing:</b> _____	<b>Year In School</b> _____	
<b>Assessment Type:</b> _____	<b>Date:</b> _____	
Composition #1: _____	Composer: _____	
Composition #2: _____	Composer: _____	
Composition #3: _____	Composer: _____	
Composition #4: _____	Composer: _____	
Composition #5: _____	Composer: _____	
Scales/Arpeggios: _____	Sight-Reading: _____	

**Please use integers only for descriptor scale with each facet.**

Performance Facets:	Performance Components:	# 1	# 2	# 3	# 4	# 5	S-R	Scales/Arpeg.
[1] Phrasing								
[2] Articulation								
[3] Dynamics								
[4] Rhythmic accuracy (Includes tempo appropriateness, consistency)								
[5] Tone								
[6] Intonation (voicing/balance for keyboard)								
[7] Note accuracy								
[8] Pedaling								
[9] Diction								
[10] Memory								
[11] Improvisation								
<b>Written Sum of Each Performance Component:</b>								
<b>Average Score for Each Performance Component:</b>								
<b>Calculated Average Score for Each Performance Component:</b>		###	###	###	###	###	###	#DIV/0!

**Final Average Score:** #DIV/0!

**Subjective Final Score:**

**Justification:** \_\_\_\_\_

(Audition or Upper Level Qualifying Only): \_\_\_\_\_

## Comments

### **Assessment Scales:**

#### **Audition:**

BA Performance & Jazz Studies = 3.8 or higher

BM music education = 3.5 or higher

BA (other) = 3 or higher

Minor = 2.8 or higher

#### **Upper Level Qualifying Jury:**

BA Performance & Jazz Studies = 3.8 or higher

BM music education = 3.5 or higher

BA (other) = 3 or higher

#### **Jury Grade:**

A=4-5

B=3-3.9

C=2.2-2.9

D=1.1-2.1

F=1 and below

#### **Recital Hearing:**

4.0 or higher

Adjudicator Name: \_\_\_\_\_

Signature: \_\_\_\_\_