University of Rhode Island Jazz Rubric

Students are evaluated in various categories based on their major. The panel assigns one of four assessments (see below). The panel may also provide details in the comments section for each category. Jury forms are sent to applied teachers for consideration in their applied lesson grade. If a student does not perform the required repertoire from memory their applied lesson grade will be lowered by one letter grade.

Lacks Proficiency: The student needs significant improvement in this skill. Additional attention and preparation is suggested.

Needs Improvement: The student is grasping the concept, but has difficulty applying the skill. The student is not confident in the skill.

Shows Proficiency: The student performs the skill most of the time, but still has lapses in consistency. The student is not entirely confident in the skill.

Excels: The student performs the skill consistently. The student is confident and relaxed with the skill.

<table>
<thead>
<tr>
<th>Major</th>
<th>Category</th>
<th>Goal</th>
<th>Evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Jazz Majors and Minors</td>
<td>Repertoire Memorization</td>
<td>Selected songs were performed by memory accurately and with confidence. Rhythms and pitches are accurate throughout.</td>
<td>□ Pass □ Fail</td>
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<tr>
<td></td>
<td>Expression, Style and Phrasing</td>
<td>Performances are stylistically accurate. Considerable attention paid to appropriate phrasing and articulation.</td>
<td>□ Lacks Proficiency □ Needs Improvement □ Shows Proficiency □ Excels</td>
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<td></td>
<td>Intonation</td>
<td>Performances are in tune in all ranges and dynamics. Some small lapses may be present.</td>
<td>□ Lacks Proficiency □ Needs Improvement □ Shows Proficiency □ Excels</td>
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<td>Repertoire Memorization Tone Quality</td>
<td>Superior tone quality most of the time. Tone uniform, resonant, consistent and controlled. Lapses are infrequent and small.</td>
<td>□ Lacks Proficiency □ Needs Improvement □ Shows Proficiency □ Excels</td>
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<td>Dynamics</td>
<td>Performance exhibits a wide range of appropriate dynamics and a sensitivity to volume.</td>
<td>□ Lacks Proficiency □ Needs Improvement □ Shows Proficiency □ Excels</td>
<td></td>
</tr>
</tbody>
</table>
| All Jazz Majors and Minors | **Time & Swing Feel**  
(Ex. Straight Eighth Notes, Triplet Swing) | Time is solid and the appropriate swing feel is relaxed & strong | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |
|---------------------------|-----------------------------------------------|-----------------------------------------------------------------|-----------------|
| Improvisation, Motivic Development, Pacing | Clear motivic development and pacing of solo. Strong jazz vocabulary is evident and used appropriately with full control over direction of improvisation in harmony and melody. | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |
| Stage Presence | Performance is confident and poised. Performer’s presence exhibits an understanding of professionalism. | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |
| **Jazz Performance Majors** | **Technical Exercise(s)** | Exercises are executed accurately, with precision, solid technique, time, and confidence. | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |
| **Jazz Performance Majors** | **Scales** | Exercises are executed accurately, with precision, solid technique, time and confidence. | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |
| **Jazz Performance Majors** | **Transcription** | Transcription was executed accurately, capturing the language, inflection and time feel of the original artist. | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |
| Amplified Voice | **Lyric Interpretation: Emphatic Singing and Storytelling** | The diction is clear and correct, and the lyrics/story are emphatic. | ☐ Lacks Proficiency  
☐ Needs Improvement  
☐ Shows Proficiency  
☐ Excels |