

Student Recital Permission Jury Evaluation Form

Student _____ Instrument _____

Degree/Recital Type _____

Permission Jury Date _____ Time _____

Recital Date _____ Time _____ Location _____

Additional Performers _____

(Piano Accompanist, Other Collaborators, etc.)

***Student must attach a copy of program draft and any additional supporting documentation, such as program notes, translations, etc. as required by area faculty. (Please combine all required documents into one file attachment).**

Faculty Panel

Applied Instructor	Comments:	Initial
Faculty #2	Comments:	Initial
Faculty #3	Comments:	Initial

**Faculty may attach additional comments as needed*

Faculty Panel Recommendation

_____ **Approved**

_____ **Not approved**

Student _____

Instrument _____

Applied Instructor _____

BM MUED Program Assessment #7 Applied Jury Summary

Criteria	L1 - Little or No Evidence	L2 - Limited Evidence	L3 - Evidence	L4 - Clear and Consistent Evidence
1. Pitch, tone quality, intonation	The candidate's performance offers little or no evidence of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency.	The candidate's performance provides limited evidence that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is either inconsistent, partial, inadequate or incomplete.	The candidate's performance provides evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate.	The candidate's performance provides consistent, and convincing evidence that the proficiency has been met.
2. Musicianship, interpretation	The candidate's performance offers little or no evidence of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency.	The candidate's performance provides limited evidence that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is either inconsistent, partial, inadequate or incomplete.	The candidate's performance provides evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate.	The candidate's performance provides consistent, and convincing evidence that the proficiency has been met.
3. Technical skill	The candidate's performance offers little or no evidence of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency.	The candidate's performance provides limited evidence that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is either inconsistent, partial, inadequate or incomplete.	The candidate's performance provides evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate.	The candidate's performance provides consistent, and convincing evidence that the proficiency has been met.
4. Demonstrates wide variety of repertoire	The candidate's performance offers little or no evidence of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency.	The candidate's performance provides limited evidence that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is either inconsistent, partial, inadequate or incomplete.	The candidate's performance provides evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate.	The candidate's performance provides consistent, and convincing evidence that the proficiency has been met.
5. Readiness to prepare for Senior Recital	The candidate's performance offers little or no evidence of achieving the proficiency. Although there may be occasional points that vaguely suggest the candidate has achieved the expected proficiency, viewed as a whole the candidate's performance provides little or no evidence of meeting the proficiency.	The candidate's performance provides limited evidence that the proficiency has been met. Performance may occasionally hint at a higher level of practice but viewed as a whole the candidate's performance is either inconsistent, partial, inadequate or incomplete.	The candidate's performance provides evidence that the proficiency has been met. Performance is coherent, complete, consistent and accurate.	The candidate's performance provides consistent, and convincing evidence that the proficiency has been met.