



**Adjudication Form**  
**Guitar - Keyboard - Bass - Vibes**  
**Solo Evaluation**

Instrument:
Student Name:
Grade:
YouTube Link:

(Select Score)	<b>Interpretation - The Students Tone:</b>
<input type="radio"/>	the highest level of musicality including well-shaped phrases and dynamics.
<input type="radio"/>	a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.
<input type="radio"/>	a moderate level of musicality/expression within the performance.
<input type="radio"/>	a minimal amount of musicality/expression within the performance.
<input type="radio"/>	limited musicality/expression within the performance.
<input type="radio"/>	musical expression which is inhibited by technique.

(Select Score)	<b>Comping (Guitar &amp; Piano Only) - The Student:</b>
	(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated
<input type="radio"/>	accurate placement of chords (notes) appropriate to the function of harmony across time; maintaining steady beat in comping (bass line) pattern.
<input type="radio"/>	appropriate rhythmic patterns for style required.
<input type="radio"/>	appropriate voicing for style required.
<input type="radio"/>	voicing which display smooth/logical voice leading from chord to chord.
<input type="radio"/>	proper use of extensions, substitutions, and alterations.

(Select Score)	<b>Melodic Accuracy - Student Performs:</b>	(Select Score)	<b>Rhythmic Accuracy - Student Performs:</b>
<input type="radio"/>	all notes accurately.	<input type="radio"/>	all rhythms accurately.
<input type="radio"/>	all but a few notes accurately.	<input type="radio"/>	almost all rhythms accurately.
<input type="radio"/>	nearly all notes accurately.	<input type="radio"/>	many rhythms accurately.
<input type="radio"/>	many notes accurately.	<input type="radio"/>	some rhythms accurately.
<input type="radio"/>	some notes accurately.	<input type="radio"/>	most rhythms inaccurately.
<input type="radio"/>	most notes inaccurately.		

(Select Score)	<b>Scale Evaluation Pitch Accuracy- Student Performs:</b>		
<input type="radio"/>	Select Major Scale #1	<input type="radio"/>	Select Major Scale #2
<input type="radio"/>	all pitches/notes accurate.	<input type="radio"/>	all pitches/notes accurate.
<input type="radio"/>	most pitches/notes accurate.	<input type="radio"/>	most pitches/notes accurate.
<input type="radio"/>	some pitches/notes accurate.	<input type="radio"/>	some pitches/notes accurate.
<input type="radio"/>	few pitches/notes accurate.	<input type="radio"/>	few pitches/notes accurate.
<input type="radio"/>	most pitches/notes inaccurate.	<input type="radio"/>	most pitches/notes inaccurate.

(Select Score)	<b>Tempo - Student Performance is:</b>	(Select Score)	<b>Pulse - Student Performance is:</b>
<input type="radio"/>	Accurate	<input type="radio"/>	Accurate, steady throughout
<input type="radio"/>	Slightly different	<input type="radio"/>	Fluctuated, with corrections
<input type="radio"/>	Different	<input type="radio"/>	Fluctuated, without corrections
<input type="radio"/>	Markedly different	<input type="radio"/>	Unsteady throughout
<input type="radio"/>	Inappropriate		

(Select Score)	<b>Scale Evaluation Cont. - Student Performs:</b>	(Select Score)	<b>Scale Technique - Student Performs:</b>
	<b>Chromatic Scale</b>		
<input type="radio"/>	all pitches/notes accurate.	<input type="radio"/>	Overall Scale Rhythms
<input type="radio"/>	most pitches/notes accurate.	<input type="radio"/>	Overall Scale Articulations
<input type="radio"/>	some pitches/notes accurate.	<input type="radio"/>	Overall Scale Tempos (1/4 = 100)
<input type="radio"/>	few pitches/notes accurate.		
<input type="radio"/>	most pitches/notes inaccurate.		

(Select Score)	<b>Technique - The Student:</b>
	(3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated
<input type="radio"/>	appropriate and accurate use of jazz articulation
<input type="radio"/>	appropriate jazz inflections as marked
<input type="radio"/>	appropriate style of eighth note used.
<input type="radio"/>	appropriate mood as it relates to musical setting
<input type="radio"/>	appropriate length of notes (i.e., legato, staccato,...)
<input type="radio"/>	control of musical time/pulse, accurately aligning with accompaniment.

<b>Final Score - The Student's Total Score:</b>	<b>0</b>
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General Comments: