

**Junior Jazz**  
**Guitar - Bass - Keyboard-Vibes**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

LEAD SHEET EVALUATION  
(Circle only ONE number per category)

Adj. Initials: \_\_\_\_\_

**Score:**

**MELODIC ACCURACY The student performs:**

**15** all notes accurately.  
**14 - 13** all but a few notes accurately.  
**12 - 11 - 10** nearly all notes accurately.  
**9 - 8 - 7** many notes accurately.  
**6 - 5 - 4** some notes accurately.  
**3 - 2 - 1** most notes inaccurately.

**RHYTHMIC ACCURACY The student performs:**

**10** all rhythms accurately.  
**9 - 8** almost all rhythms accurately.  
**7 - 6** many rhythms accurately.  
**5 - 4** some rhythms accurately.  
**3 - 2 - 1** most rhythms inaccurately.

**INTERPRETATION The student demonstrates:**

**10** the highest level of musicality including well-shaped phrases and dynamics.  
**9 - 8** a high level of musicality, but has some phrases or dynamics that are not consistent with the overall level of expression.  
**7 - 6** a moderate level of musicality/expression within the performance.  
**5 - 4** a minimal amount of musicality/expression within the performance.  
**3 - 2** limited musicality/expression within the performance.  
**1 - 0** musical expression which is inhibited by technique.

**Tempo:**  
**5** Accurate  
**4** Slightly different  
**3** Different  
**2** Markedly different  
**1** Inappropriate

**Pulse:**  
**3** Accurate, steady throughout  
**2** Fluctuated, with corrections  
**1** Fluctuated, without corrections  
**N** Unsteady throughout

**Sight Reading The student performs:**

Rhythm	Notes	Tempo
<b>10</b> All accurate	<b>5</b> All accurate	<b>3</b> Accurate
<b>9 - 8</b> Nearly accurate	<b>4</b> (1 or 2 errors)	<b>2</b> Different but steady
<b>7 - 6</b> A few errors	<b>3</b> (3 or 4 errors)	<b>1</b> Different & unsteady
<b>5 - 4</b> Several errors	<b>2</b> (5 or 6 errors)	<b>N</b> Inconsistent
<b>3 - 2</b> Many errors	<b>1</b> (7 + errors)	

Dynamics	Articulations
<b>3</b> Accurate	<b>3</b> Accurate
<b>2</b> Mostly played	<b>2</b> Mostly played
<b>1</b> Occasionally	<b>1</b> Occasionally
<b>N</b> Not demonstrated	<b>N</b> Not demonstrated

**COMPING (Guitar & Piano only) The student demonstrates:**  
 (3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

**3 2 1 N** accurate placement of chords (notes) appropriate to the function of harmony across time; maintaining steady beat in comping (bass line) pattern.  
**3 2 1 N** appropriate rhythmic patterns for style required.  
**3 2 1 N** appropriate voicing for style required.  
**3 2 1 N** voicing which display smooth/logical voice leading from chord to chord.  
**3 2 1 N** proper use of extensions, substitutions, and alterations.

**TECHNIQUE - The student demonstrates:**  
 (3pts) Consistently (2pts) Sometimes (1pt) Rarely (N) Not Demonstrated

**3 2 1 N** appropriate and accurate use of jazz articulation  
**3 2 1 N** appropriate jazz inflections as marked  
**3 2 1 N** appropriate style of eighth note used.  
**3 2 1 N** appropriate mood as it relates to musical setting  
**3 2 1 N** appropriate length of notes (i.e., legato, staccato,...)  
**3 2 1 N** control of musical time/pulse, accurately aligning with accompaniment.

**SCALE EVALUATION**

Fill in the names of the scales selected for assessment & circle the number that best describes the student's performance as printed on the CDMMEA Scale sheet. Circle only ONE number per scale requested.

\_\_\_\_Maj.      \_\_\_\_Jazz

**6**                      **6** all notes accurate.  
**5**                      **5** most notes accurate.  
**4 - 3**                  **4 - 3** many notes accurate.  
**2 - 1**                  **2 - 1** few notes accurate.  
**N**                      **N** not demonstrated

**3 2 1 0** Scale Rhythm  
**3 2 1 0** Scale Articulation  
**3 2 1 0** Scale Tempo (1/4 = 100)