

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
ADJUDICATION FORM-JAZZ ENSEMBLE

School _____ Director _____ Date _____

Selections

1 _____
 2 _____
 3 _____

Scoring Legend

Individual categories: Gold-5 Silver-4 Bronze-3 Merit-2 Overall categories: Gold 25-23 Silver 22-18 Bronze 17-13 Merit 12-0

SCORE	ADJUDICATION CATEGORIES	COMMENTS (also on reverse side of this form)
	ENSEMBLE SOUND QUALITIES Tone Quality, Intonation	
	ENSEMBLE MUSICALITY Balance, Dynamics, Phrasing, Articulation concepts, Interpretation	
	ENSEMBLE RHYTHMIC ACCURACY Rhythmic precision, Technique, Tempo, Consistency of tempo	
	RHYTHM SECTION Balance within section, Balance within ensemble, Tone quality, Comping voicings & style, Bass lines	
	IMPROVISATION Variety of soloists, Melodic/Harmonic content, Melodic sense, Rhythmic sense, Connection with changes, Creativity & originality, Style, Maturity	

_____ INDIVIDUAL ADJUDICATORS FINAL SCORE _____ MEDAL RATING

CHOICE OF MUSIC. This category is not included in the final score. Please check appropriate categories.
 Difficulty: ___ Too easy ___ Too difficult ___ Appropriate for festival adjudication
 Variety: ___ Enough ___ Not enough ___ Appropriate ___ Not appropriate for festival adjudication

ADJUDICATORS SIGNATURE _____

**MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
ADJUDICATION FORM-JAZZ COMBO**

School _____ Director _____ Date _____

Selections
1 _____
2 _____
3 _____

Scoring Legend

Individual categories: Gold-5 Silver-4 Bronze-3 Merit-2 Overall categories : Gold 25-23 Silver 22-18 Bronze 17-13 Merit 12-0

	ADJUDICATION CATEGORIES	COMMENTS (also on reverse side of this form)
	ENSEMBLE SOUND QUALITIES Tone Quality, Intonation	
	ENSEMBLE MUSICALITY Balance, Dynamics, Phrasing, Articulation concepts, Interpretation	
	ENSEMBLE RHYTHMIC ACCURACY Rhythmic precision, Technique, Tempo, Consistency of tempo	
	RHYTHM SECTION Balance within section, Balance within ensemble, Tone quality, Comping voicings & style, Bass lines	
	IMPROVISATION Variety of soloists, Melodic/Harmonic content, Melodic sense, Rhythmic sense, Connection with changes, Creativity & originality, Style, Maturity	

_____ INDIVIDUAL ADJUDICATORS FINAL SCORE _____ MEDAL RATING

CHOICE OF MUSIC. This category is not included in the final score. Please check appropriate categories.
Difficulty: ___ Too easy ___ Too difficult ___ Appropriate for festival adjudication
Variety: ___ Enough ___ Not enough ___ Appropriate ___ Not appropriate for festival adjudication

ADJUDICATORS SIGNATURE _____

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

Jazz Ensemble & Jazz Combo Individual Adjudicator Tabulation Sheet

Event _____ Adjudicator _____ Date _____

Scoring Legend Category: Gold-5 Silver-4 Bronze- 3 Merit-2
 Overall: Gold-25-23 Silver 22-18 Bronze 17-23 Merit12-0

CLASS SCHOOL									
Ensemble Sound									
Ensemble Musicality									
Ensemble Rhythmic Accuracy									
Rhythm Section									
Improvisation									
Final Score									
Medal Rating									

CLASS SCHOOL									
Ensemble Sound									
Ensemble Musicality									
Ensemble Rhythmic Accuracy									
Rhythm Section									
Improvisation									
Final Score									
Medal Rating									

Copy to each adjudicator

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
Jazz Ensemble Final Tabulation Sheet

Event _____ Date _____

Scoring Legend

Individual Adjudicator Category: Gold 5 Silver 4 Bronze 3 Merit 2
 Individual Adjudicator Overall: Gold 25-23 Silver 22-18 Bronze 17-13 Merit 12-0
 3 Adjudicator Final Festival Rating: Gold 75-69 Silver 68-54 Bronze 54-39 Merit 38-0

School	Gold 5	Silver 4	Bronze 3	Merit 2
Adjudicators				
Ensemble Sound Quality				
Ensemble Musicality				
Ensemble Rhythmic Accuracy				
Rhythm Section				
Improvisation				
Individual Adjudicator				
Final Score				
Individual Adjudicator				
Final Medal Rating				
3 Adjudicator				
Score Final				
3 Adjudicator				
Final Medal Rating				

* Copy to tabulator * At conclusion of event tabulator is to give one copy to chief judge

**MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
Jazz Ensemble Individual Adjudicator Most Outstanding Musician Sheet**

Event _____ Adjudicator _____ Date _____

One or more students are to be recommended from each ensemble for these awards.

Each adjudicator should keep a record of outstanding musicians for their final recommendations to the chief judge at the conclusion of the festival.

Students name	Instrument	School	Comments

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
Jazz Ensemble Individual Adjudicator Most Valuable Player Sheet

Event _____ Adjudicator _____ Date _____

One student is to be chosen from each division for this award.

Each adjudicator should keep a record of outstanding musicians for their final recommendations to the chief judge at the conclusion of the festival.

Students name	Instrument	School	Comments

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

Jazz Ensemble Most Valuable Player Awards

Event _____ Chief Judge _____ Date _____

Division A

Students name _____ Instrument _____ School _____

Division B

Students name _____ Instrument _____ School _____

* Copy to Chief judge & Tabulator * Tabulator is to give completed copy to announcer of awards ceremony

MASSACHUSETTS ASSOCIATION for JAZZ EDUCATION

JAZZ ENSEMBLE ADJUDICATION CRITERIA REFERENCE

Condensed Version

CRITERIA REFERENCE

GOLD MEDAL-----Superior performance in which lapses are almost non-existent & minor in nature throughout the entire performance

SILVER MEDAL-----Excellent performance in which lapses are infrequent & minor in nature throughout the entire performance

BRONZE MEDAL---Good performance in which lapses are fairly frequent throughout the entire performance

MERIT MEDAL----- Fair performance in which lapses are frequent throughout the entire performance

ADJUDICATION CATEGORIES

ENSEMBLE SOUND QUALITIES

Tone quality-----maturity, focus, fullness, resonance, consistency in volume levels, consistency in extended ranges, proper breathing techniques, proper embouchures, use of vibrato

Intonation-----sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended ranges, students making proper adjustments

ENSEMBLE MUSICALITY

Balance----- balance within each section, balance of ensemble, transparency

Dynamics-----captures wide range of appropriate dynamic levels, contrasts

Phrasing-----shaping of phrases with melodic & chordal sensitivity, uniformity of interpretation, connection of phrases, breathing

Articulation concepts-----stylistically correct articulation concepts, executes with like interpretations

Interpretation--stylistic accuracy, articulation concepts, tempo, instrumentation, historical content

ENSEMBLE RHYTHMIC ACCURACY

Rhythmic precision---- consistency of pulse, internal interpretation of rhythmic figures within pulse, alignment of rhythmic figures, entrances, releases, accents, dexterity, clarity

Technique-----students ability to execute in more complex passages

Tempo-----establishing & maintaining stylistically correct tempo, steadiness of tempo

RHYTHM SECTION

Balance----- within sections, overall ensemble

Tone Quality---- amplified instruments & percussive instruments

Comping Voicings----appropriate jazz voicings used by keyboard & guitar players

Comping Style----- appropriate style, does not clutter with other comping players

Bass lines---constructed & performed properly, steady tempo, connects with drummer

Fills-----stylistically correct, connects with ensemble

Style & Flow-----Steady tempo, appropriate rhythmic feel, intensity, drive, flow, interaction with soloists

IMPROVISATION

Variety of soloists-----variety of soloists from various sections

Melodic/harmonic content---shows maturity & understanding while making melodic & harmonic sense

Melodic Sense----- students exhibit a sense of the melodic line while soloing

Rhythmic Sense-----students exhibit appropriate rhythmic figures while soloing

Connection With Changes-----makes appropriate chordal changes

Style-----the students demonstrate a knowledge of the historical content of the solo

Creativity & Originality-----the student demonstrates an ability to bring a personal interpretation of the music to the solo

Maturity-----the student plays an improvised solo that exhibits proper tone quality, intonation, technique, melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of the historical content, creativity & originality

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION
Adjudication Form-Jazz Choir

School _____ Director _____ Date _____

Selections

- 1 _____
 2 _____
 3 _____

Scoring Legend

Individual categories: Gold-5 Silver-4 Bronze-3 Merit-2 Overall : Gold-25-23 Silver 22-18 Bronze 17-23 Merit 12-0

SCORE	ADJUDICATION CATEGORIES	COMMENTS (also on reverse side of this form)
	ENSEMBLE SOUND QUALITIES Tone Quality, Intonation	
	ENSEMBLE MUSICALITY Balance within choir, With accompaniment or combo Dynamics, Phrasing, Diction, Interpretation	
	ENSEMBLE RHYTHMIC ACCURACY Rhythmic precision, Tempo, Consistency of tempo	
	IMPROVISATION Quality of solos/scat singing, Variety of soloists Melodic sense, Rhythmic sense, Connection with changes Originality, Creativity, Style, Maturity	
	OVERALL PRESENTATION Communication with audience, Group interaction Stage presence	

_____ **INDIVIDUAL ADJUDICATORS FINAL SCORE** _____ **MEDAL RATING**

CHOICE OF MUSIC. This Category is not included in the final score. Please check appropriate categories.

Difficulty: _____ Too Easy _____ Too difficult) _____ Appropriate for festival adjudication

Variety: _____ Enough _____ Not enough _____ Appropriate _____ Not appropriate for festival adjudication

ADJUDICATORS SIGNATURE _____

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

Jazz Choir Individual Adjudicator Tabulation Sheet

Event _____ Adjudicator _____ Date _____

Scoring Legend Category: Gold-5 Silver-4 Bronze-3 Merit-2
 Gold 25-23 Silver 22-18 Bronze 17-23 Merit 12-0

CLASS SCHOOL									
Ensemble Sound									
Ensemble Musicality									
Ensemble Rhythmic Accuracy									
Improvisation									
Overall Presentation									
Final Score									
Final Medal Rating									

CLASS SCHOOL									
Ensemble Sound									
Ensemble Musicality									
Ensemble Rhythmic Accuracy									
Improvisation									
Overall Presentation									
Final Score									
Final Medal Rating									

Copy to each adjudicator

MASSACHUSETTS ASSOCIATION FOR JAZZ EDUCATION

JAZZ CHOIR ADJUDICATION CRITERIA REFERENCE

Condensed Version

CRITERIA REFERENCE

GOLD MEDAL-----Superior performance in which lapses are almost non-existent & minor in nature throughout the entire performance

SILVER MEDAL-----Excellent performance in which lapses are infrequent & minor in nature throughout the entire performance

BRONZE MEDAL---Good performance in which lapses are fairly frequent throughout the entire performance

MERIT MEDAL-----Fair performance in which lapses are frequent throughout the entire performance

ADJUDICATION CATEGORIES

ENSEMBLE SOUND QUALITIES

Tone Quality-----maturity, focus, fullness, consistency in volume levels, consistency in extended ranges, proper breathing techniques, use of vibrato

Intonation-----sectional & ensemble intonation, melodic passages, chordal tones, consistency in volume levels, consistency in extended range

ENSEMBLE MUSICALITY

Balance-----balance within choir, balance with accompaniment or combo

Dynamics-----captures wide range of appropriate dynamic levels, contrasts

Phrasing-----shaping of phrases with melodic & chordal sensitivity, uniformity of interpretation, connection of phrases, breathing

Diction-----clarity of diction

Interpretation-----stylistic accuracy, tempo, consistency of tempo, captures the text with appropriate emotion, historical content

ENSEMBLE RHYTHMIC ACCURACY

Rhythmic precision-consistency of pulse, internal interpretation of rhythmic figures within pulse, alignment of rhythmic figures, entrances, releases, accents

Tempo-----establishing & maintaining stylistically correct tempo, steadiness of tempo

IMPROVISATION

Variety of soloists---variety of soloists from various voice parts

Melodic/harmonic content---shows maturity & understanding while making melodic & rhythmic sense

Connection with changes-makes appropriate chordal changes

Style-----student projects an appropriate understanding of scat singing verbiage, student demonstrates a knowledge of the historical content of the solo

Creativity & Originality-the student demonstrates an ability to bring a personal interpretation of the music to the solo

Maturity-----the student sings a solo that exhibits proper tone quality, intonation melodic/harmonic content, melodic & rhythmic sense, connection to changes, understanding of the historical content, creativity & originality

OVERALL PRESENTATION

Communication with audience-developes a musical rapport with the audience as to the text & musical meaning of the number that they are performing

Group Interaction---all students in group are interacting appropriately to the text & musical meaning of the number that they are performing

Stage presence-----the students are appropriately capturing the essence of the music in which they are performing