

## Rubric for ARTS IN THE SCHOOLS Grant Review Panelists

Grant #: \_\_\_\_\_ Applicant: \_\_\_\_\_

Panelist Signature: \_\_\_\_\_

*SMAHC staff will collect this score sheet at the end of the panel meeting.*

### ARTISTIC MERIT

Needs Improvement 0-3	Satisfactory 4-7	Exemplary 8-10	Score for each row
Undocumented or poorly documented <b>artist(s)</b> . Not enough information provided to determine artistic quality or teaching ability of artist.	Roster <b>artist</b> or qualified <b>artist</b> with complete resume and work samples showing high degree of artistic quality and teaching experience. Feedback from previous engagements.	Roster <b>artist</b> or highly accomplished and respected <b>artist</b> with up to date resume, complete information, quality work samples. Documentation of positive feedback from similar previous projects.	
Project shows limited <b>depth</b> in engaged student learning and is questionable <b>age appropriateness</b> of event or trip.	Project shows <b>depth</b> in engaged student learning and the scope is <b>age appropriate</b> .	Project shows high degree of <b>depth</b> in engaged student learning and the scope is <b>age appropriate</b> .	
Absence of documentation showing this project is <b>building on</b> rather than duplicating previous arts programming.	Documentation that shows project is <b>building on</b> previous arts programming.	Documentation that shows how this project is <b>successfully builds on</b> previous arts programming and is enhancing another community effort.	
The <b>artistic goals</b> of the school or organization are not clearly articulated. The value of the project is not clear.	The <b>artistic goals</b> of the school or organization are articulated and the project is related to achieving those goals.	The <b>artistic goals</b> of the school or organization are clearly articulated and the project will help them to achieve those goals.	
This project is inappropriate <b>culturally</b> , pedagogically, or theologically.	This project fills an identifiable <b>cultural</b> void in this community.	This project successfully fills an identifiable <b>cultural</b> void in this community and demonstrates sensitivity to the needs of the entire population, diverse or not.	
This project suggests that it is merely a substitution for lack of <b>staff</b> .	This project is not a substitution for lack of <b>staff</b> .	This project is not a substitution for lack of <b>staff</b> . In-service or training component is well planned.	
It is not clear how the <b>community at large</b> will be involved in the project. The community component is weak.	The <b>community at large</b> will be involved in the project.	There is substantial involvement of the <b>community at large</b> in this project.	
<b>Field trip</b> : a visit to art institution or event without including how this trip fulfills the goals of the organization or meets curricular objectives. Artistic quality of experience is not clear.	<b>Field trip</b> : visit to a respected art institution or event that fulfills the goals or mission of the organization, with age appropriate activities, and a complete and reasonable time line (schedule).	<b>Field trip</b> : visit to a respected art institution or event with program plan that shows evidence that students will be involved in an engaging, active learning environment. (& detailed schedule)	
<b>Total all scores from the right-hand column for MERIT -----&gt;</b>			

**COMMENTS on this grant:**

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## ABILITY TO ACCOMPLISH PROJECT

Needs Improvement 0-3	Satisfactory 4-7	Exemplary 8-10	Score each row
Absence or incomplete <b>team</b> structure or named team showing each member's responsibilities.	Planning <b>team</b> with named members listing each of their responsibilities. Evidence of appropriate team structure.	Planning <b>team</b> with named members listing each with responsibilities, timeline & partnership plan. Evidence of appropriate team structure from a wide cross-section of the community.	
Limited or non-existent <b>pre-residency</b> contact materials included.	<b>Pre-residency</b> contact materials are adequate.	<b>Pre-residency</b> contact materials show how students will be prepared for and involved in project. Project encourages teacher engagement as well as community involvement.	
Inadequate <b>publicity</b> and promotional plan. Not enough lead-time for publicity.	Adequate <b>publicity</b> and promotional plan.	Well thought out, fully funded, <b>publicity</b> and promotional plan that invites broader community to participate in the project.	
Incomplete <b>schedule</b> . Absence of timetable or schedule.	Complete <b>schedule</b> included.	Detailed, thoughtful <b>schedule</b> included.	
Lacks an <b>evaluation</b> tool.	Example of the <b>evaluation</b> tool to be used to get feed back from students and staff or audience.	Sample <b>evaluation</b> tool that relates to the objectives of the project is included.	
<b>Budget</b> is not realistic or includes frivolous elements (i.e. a party). Itemization is not clear and incomplete.	Overall <b>budget</b> is itemized, realistic with all areas addressed.	Overall <b>budget</b> is itemized; realistic with all areas addressed. It is not only feasible but fiscally responsible.	
<b>Total all scores from the right-hand column for ABILITY TO ACCOMPLISH-----&gt;</b>			

## COLLABORATION OR SUPPORT FOR THE PROJECT

Needs Improvement 0-3	Satisfactory 4-7	Exemplary 8-10	Score each row
<b>Support</b> is lacking from a wide range of community organizations, businesses and community members.	There is substantial <b>support</b> from more than one community organization, business or community member.	There is substantial <b>support</b> from a wide range of community organizations, businesses and community members.	
There is no clear <b>relationship</b> between educators, organization and artists.	The <b>relationship</b> between educators, organization and artists is clearly a collaborative one.	The <b>relationship</b> between educators, organization and artists is clearly a collaborative one and the benefits to all are defined.	
There is no <b>financial commitment</b> by the school or organization to support this project.	There is an adequate <b>financial commitment</b> by the school or organization to support this project.	There is a serious <b>financial commitment</b> by the school or organization to support this project.	
Ineffective use of artist-teacher or artist-community <b>contact time</b> during in-service or workshop time	Effective use of artist-teacher or artist-community <b>contact time</b> during in-service or workshop time	Very effective use of artist-teacher or artist-community <b>contact time</b> during in-service or workshop time	
This project has little to do with helping the school be one step closer to a <b>comprehensive education in the arts for all students</b> .	This project will provide a positive step towards helping the school come closer to a <b>comprehensive education in the arts for all students</b> .	This project will be instrumental in helping the school be one or more steps closer to a <b>comprehensive education in the arts for all students</b> .	
No <b>scholarship</b> plan available when one is clearly indicated.	Adequate <b>scholarship</b> plan available.	<b>Scholarships</b> available to all those in need.	
<b>Total all scores from the right-hand column for COLLABORATION &amp; SUPPORT-----&gt;</b>			