

Arts Activity Scoring Sheet

Note to Students: The arts are celebrated and recognized for the body of evidence linking student learning in the arts to lifelong academic and social benefits. Use this rubric to evaluate your arts activity/experience by highlighting in yellow the cells that reflect your level of work.

Impact				
	Strong Impact	Good Impact	Some Impact	Minimal Impact
1. Meets actual community and/or student learning needs	Needs determined by current research/self-assessment conducted or learned by student this school year.	Needs determined by past research/self-assessment conducted or learned by student.	Needs determined by making a guess at what community and/or student learning needs may involve.	Community and/or student needs are secondary to a project another person wants the student to do for other reasons.
2. Is coordinated in collaboration with community/fine arts community	Active, direct collaboration with the community by the student.	Community members act as consultants in the project development, but they are not involved.	Community members are informed of the project directly.	Community members are coincidentally informed or not knowledgeable at all.
Value as a Learning Experience				
3. Facilitates active student reflection	Student thinks, shares, produces reflective products and shares them with parents and/or community members	All reflection questions answered	Some reflection questions answered	Student provided a summary of events without reflection
4. Helps develop sense of caring for and about the fine arts in the world	Reflections show deep personal understanding of the importance of fine arts and his/her ability to make a difference/learn through extended projects. Student likely to take the initiative to continue in fine arts.	Reflections show growing understanding of the importance of fine arts and his/her ability to make a difference/learn. Student likely to take the initiative to continue in fine arts.	Reflections show limited understanding of the importance of fine arts. Student likely to continue in fine arts again, if asked.	Reflections show student largely unaffected by the importance of fine arts. Student unlikely to continue in fine arts.
Goal				
5. Increases the student's involvement in fine arts	Student was challenged by the selected project to a high degree as reflected in the summary	Student was challenged by the project to a medium degree as reflected in the summary	Student was challenged to a low degree by the project as reflected in the summary	Student was not challenged by the project as reflected in the summary
Summary/Reflection and Success of Project				
6. Results	All summary and reflection questions answered.	All summary and reflection questions answered. Some grammatical errors.	Some summary and reflection questions answered	Little to no summary and reflection provided
7. Goal Attainment	Goal met Goal almost met Action Plan is detailed	(left intentionally blank to encourage strong goals)	Less than 60% of goal met. Action plan is missing key steps/information	Minimal goal achievement. Less than 25% of goal met. Action plan is less than 25% complete.