

“Rubric At A Glance”

Rubric At A Glance is intended to serve as a quick reference to envision the complete, comprehensive Rubric. It is NOT a substitute for the Rubric or to be used as a “stand-alone” resource. It is a tool to help users identify the Lug Nuts that best align with their needs for planning, communication or assessment.

It is important to recognize that the knowledge and skills for each level of the *Lug Nuts* are abbreviated and that the measurable outcome at each level assumes that the artist has achieved all areas of competency for the preceding lower levels (e.g.: “ideal” subsumes the skills and knowledge for “acceptable,” “good” and “excellent.”)

	Acceptable	Good	Excellent	Ideal
• ARTISTRY				
STANDARD: Demonstrates artistic virtuosity, knowledge of the history & aesthetics of their art form, and the capacity to engage students in the artistic process				
<input type="checkbox"/> KNOWLEDGE OF ART FORM.....	Demonstrates virtuosity	Comprehensive knowledge	Understanding of expression	Mastery of medium
<input type="checkbox"/> PROFESSIONALEXPERIENCE/ RECOGNITION.....	University level performance	Local Performance/presentation	Extensive Repertoire	National Acclaim
<input type="checkbox"/> ARTISTIC PROCESS.....	Engages in creative thinking	Engages in modes of expression	Enables aesthetic judgments	Empowers students to create art
• ARTIST/TEACHER RELATIONSHIP				
STANDARD: Establishes clear expectations and understanding with the teacher of residency goals, objectives, and outcomes				
<input type="checkbox"/> PREPARATION	Confirms needs with teacher	Detailed plan for staff/teacher	Meets with YA staff & teacher	Communicates effectively
<input type="checkbox"/> IMPLEMENTATION.....	Consideration for logistics	Support for people, places, time	Initiates positive collaboration	Provides exemplary model
<input type="checkbox"/> EXTENSIONS.....	Meets with teacher to debrief	Explores residency extensions	Enables lasting teacher follow-up	Develops symbiotic relationship
• ASSESSMENT				
STANDARDS:				
Assessment with Participants – Defines goals, objectives & strategies for assessing student outcomes of the residency, and engages residency participants in the assessment				
Artist Self-Assessment – Uses the rubric to plan, self-assess, and guide discussion about the residency at progressively higher levels				
<input type="checkbox"/> ASSESSMENT STRATEGIES WITH PARTICIPANTS	Defines student learning goals	Defines measurable outcomes	Designs & uses strategies ...	Mentors students/teachers
<input type="checkbox"/> ARTIST SELF-ASSESSMENT.....	Uses Rubric to plan residency	Uses Rubric to assess planning	Uses Rubric to engage teacher...	Uses Rubric to engage students...
• CHILD DEVELOPMENT				
STANDARD: Designs and/or adapts each residency to meet student needs and capacities.				
<input type="checkbox"/> DEVELOPMENTALLY APPROPRIATE STRATEGIES ...	Familiar/stages/child development	Adapts teaching to needs of class	Designs/ uses range of strategies	Designs/uses units of instruction...
<input type="checkbox"/> KNOWLEDGE OF LEARNING STYLES, MULTIPLE INTELLIGENCES AND STUDENT DEMOGRAPHICS	Familiar w/ MI & learning styles	Adapts teaching strategies to MI	Designs/uses a range of strategies	Designs/uses units of instruction
	Asks teacher about student needs	Seeks/uses advice from teacher	Helps students value diversity	Uses life-long learning strategies

Acceptable Good Excellent Ideal

● **CLASSROOM MANAGEMENT**

STANDARD: Demonstrates efficient and effective management strategies in the residency.

<input type="checkbox"/> MANAGING TIME.....	Punctual & complies with time	Complies with time constraints	Makes effective use of time	Optimize use of teaching time
<input type="checkbox"/> MANAGING SPACE.....	Uses available space & facilities	Adopts space to support activities	Designs teaching to use space	Enables participants to use space
<input type="checkbox"/> MANAGING MATERIALS.....	Plans distribution/ use of materials Provides clear instructions	Distributes w/minimal time loss Adjusts instructions to age level	Distribution as part of lesson Instructions meet diverse needs	Use of materials as creative model Individualizes instructions
<input type="checkbox"/> MANAGING STUDENTS.....	Maintains student attention	Encourages student cooperation	Engages students cooperatively	Group to independent applications

● **CONTENT**

STANDARD: Uses national, state and/or local content standards to determine what students should know and be able to do as a result of the residency.

<input type="checkbox"/> APPLICATION OF STANDARDS.....	Uses standards to design residency	Arts standards to other subjects	Designs standards-based units	Designs integrated curriculum
<input type="checkbox"/> HISTORY OF ART FORM.....	Communicates history of art form	Integrates history into learning	Engages students to relate arts	Links history of art form to life
<input type="checkbox"/> AESTHETICS.....	Communicates sense of aesthetics	Engages students - what is beauty	Instills sense of creative freedom	Builds student capacity to create
<input type="checkbox"/> CRITICISM.....	Communicates meaning of works	Engages students in describing art	Enables deeper analysis of art	Motivates & inspires interpretation
<input type="checkbox"/> CONCEPT DESIGN.....	Defines concepts for activities	Designs concepts that integrate...	Develops a sequence of concepts	Creates frameworks/thematic units

● **MOTIVATION**

STANDARD: Inspires students to engage in the pursuit of knowledge and skills in the art form.

<input type="checkbox"/> PARTICIPATION/ENGAGEMENT.....	Provides experience in art form	Engages in active learning	Promotes deeper engagement	Inspires motivation by one another
<input type="checkbox"/> PASSION/INSPIRATION.....	Shows enthusiasm for art form	Enables students to respond	Produces memorable experiences	Inspires "aha!" moments of epiphany
<input type="checkbox"/> RELEVANCE.....	Relates art to life experiences	Connects art to curriculum	Enables connections to life & art	Inspires ongoing life experiences

● **PRESENTATION SKILLS**

STANDARD: Captures and maintains students' attention and interest

<input type="checkbox"/> ORGANIZATION	Presents effective progression	Sequence reinforces confidence	Engages progressive complexity	Inspires higher performance levels
<input type="checkbox"/> COMMUNICATION SKILLS	Maintains expressive use of body	Makes compelling use of voice	Uses vocal dexterity & gesture	Inspires students to imitate/ model
<input type="checkbox"/> STUDENT/ARTIST RELATIONSHIPS	Displays respect for students	Integrates students ideas	Develops rapport & mutual respect	Creates high degree of rapport