



DC Collaborative: Arts and Humanities for Every Student (AHFES) Application Rubric

This document was developed in partnership with the DC Collaborative's Programming Committee. The Programming Committee will evaluate applications based on the cultural and educational experience, quality of the pre/post trip materials, standards alignment, and ensure that the program is age appropriate and aligns to an arts or humanities discipline.

At least one sample, event related educational materials must be e-mailed to info@dccollaborative.org at the time of application. Event-specific materials must be submitted 4 weeks prior to the AHFES experiences.

Program development and evaluation is a process. Members of the Programming Committee, comprised of teachers and staff from peer cultural institutions, will give you feedback on how to best develop high quality pre/post trip materials and to align your programs with National Core Arts Standards and Common Core/DC state standards (in other non-arts content areas) and DCPS [Framework for Arts Learning](#) curriculum as well as ELA and Social Studies curricular priorities, thus creating a more impactful arts or humanities education experience for the students and teachers that you serve at your organization. **There will be connecting to curriculum sessions with DCPS Central Office Staff in each of these content areas.**

Do the proposed opportunities align to an arts and humanities discipline?

(Dance, Film, Humanities, Media Arts, Music, Theater, Visual Arts)

- Yes
- No

Cultural Experience

Scores are based on the information provided in the application. Programs should have the highest artistic/humanities and educational merits, be age appropriate, and of appropriate length. The identified venue should be appropriate and conducive to the program and content delivery. Students should be highly engaged throughout the event. *Note: The event will be evaluated based on merits of the arts and/or humanities educational experience and not focus on larger production values or size of budget of the piece.*

	High 7-10 points	Mid-Range 3-6 points	Low 0-2 points	Not Enough Info Provided 0 points
Artistic/Humanities Merit <i>based on the application and materials provided</i>				
Age Appropriate <i>And of appropriate length for grade range. Small grad-range window?</i>				
Level of Engagement <i>Are students actively involved in the program</i>				

Cultural Experience- Total Score: _____

Comments:

**Please see the tenants of a high quality arts/humanities education experience along with definitions of High, Mid-Range and Low including, including examples at the end of this document.*

Classroom Preparation/Post-Trip Activities and Standards Alignment

Scores are based on the pre/post materials submitted and the information in the applications. At minimum, the description should also clearly and accurately identify the programmatic content. The preparatory materials should be relevant to the classroom lessons and age range listed and clearly link to relevant learning standards and discuss audience etiquette and venue logistics. The post-trip materials should have activities to recap the experience and link to standards. These activities should be interactive and demonstrate what students learned on the trip and their level of engagement. The DCPS standards priorities are [National Core Arts Standards](#) for Arts subject areas and the [Common Core](#) (ELA and Math) and other [DC State Standards](#) in other content areas. The curricular priorities including the DCPS [Framework for Arts Learning](#) curriculum as well as ELA and Social Studies curricular priorities will be discussed at our connecting to curriculum workshops in June.

	High 7-10 points	Mid-Range 3-6 points	Low 0-2 points	Not enough info provided 0 points
Event Description				
Prep. Materials				
Links to Standards/ Curriculum Connections				
Classroom Post-Trip Activities/ Materials				

Deeper Engagement

Many AHFES experiences also have a deeper engagement component that may include: a pre/post-event classroom visit, videos or other interactive activities in addition to the required classroom preparatory materials, or a Professional Development workshop for teachers, among other activities. These activities are specifically associated with the AHFES experience and further assist educators in integrating the AHFES experience into the classroom. Organizations are encouraged to strongly consider the voice of the students they are serving in their programming design. *Note: Deeper Engagement work is suggested but is not compulsory for AHFES program participation.*

The organization (check all that apply and add two points to the total per selection):

- _____ Organization plans to visit the class prior to the AHFES experience to assist in preparing the students and unpacking the preparatory materials.
- _____ Organization will host a Professional Development Workshop for educators that complements the trip and assists the teachers in tying the AHFES experience into the classroom.
- _____ Organization will schedule a time to visit the class post-trip to review the experience and further assist the teacher in tying it into classroom content and extending the experience beyond the field-trip.
- _____ Organization will provide interactive prep materials (movie, music recording, or online activities) for the students and teachers to utilize prior to the AHFES experience.
- _____ Organization plans to have a family engagement component and send materials to parents about the organization and offer incentives for families to return.
- _____ Organizations plans to incorporate the voice of the youth they are serving. Does the organization:
 _____ have a youth advisory council
 _____ participate in student evaluation/assessment
 _____ incorporate the voice of the youth they are serving actively during the program
- _____ Other:

Prep/Post Trip and Standards Alignment Total Score: _____

Comments:

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Total Score (Experience and Curricular Connections): _____

Comments: *(Please also list comments/ suggestions that pertain to individual programs in this section)*

Recommendations:

- This program is ready to be offered through the AHFES/PD programs.
- This program needs some remediation prior to being included in the AHFES/PD Program.
- More information is needed to make the determination.
- This organization should be an AHFES mentor and assist other organizations.

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Defining the Rubric:

Cultural Experience

The event will be evaluated based on merits of the arts and/or humanities educational experience and not focus on larger production values or size of budget of the piece.

High

Based on the information included in the application, the program is:

- of **the highest** artistic/humanities educational merit,
 - Teaching artists, ensembles, docents and/or other education personnel delivering the programmatic content have **strong training and excellent qualifications.**
 - The arts/humanities event (performance/exhibit) **enhances** the student's educational experience.
 - The venue is **appropriate** and **conducive** to the program and content delivery.
- age appropriate
- of appropriate length
- (based on the information provided) students are **encouraged to be highly engaged participants** during the event

Mid-Range

Based on the information included in the application, the program is:

- of **sufficient** artistic/humanities educational value
 - Teaching artists, ensembles, docents and/or other education personnel delivering the programmatic content have **sufficient training and sufficient qualifications.**
 - The arts/humanities production **somewhat enhances** the educational experience.
 - The venue has **some** limitations which **somewhat inhibit** program and content delivery.
- age appropriate but the range may be too broad or need more clarity,
- of appropriate length,
- Students are **somewhat** encouraged to be engaged participants throughout the event

Low

Based on the information included in the application, the program is:

- of **fair** artistic/humanities quality
 - Teaching artists, ensembles, docents and/or other education personnel delivering the programmatic content do **NOT** have **sufficient training or qualifications.**
 - The arts/humanities production **does NOT enhance** the educational experience.
 - The venue is **unsuitable** and **hinders** program and content delivery.
- is **not** suitable for the ages indicated
- not** of appropriate length
- Students are **NOT encouraged to be engaged actively** throughout the event.

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Classroom Preparation/Post Trip Activities and Standard Alignment

High

Based on the information included in the application:

- The preparatory materials **clearly** indicate links to **relevant standards and DCPS curriculum in Arts, Social Studies and English/Language Arts** and **provides concrete activities to interactively engage students (at the appropriate age level)** to prepare them for the experience and discusses concert etiquette/audience engagement preparation and venue logistics.
- The description **clearly** and **accurately** identifies the programmatic content.
- The program connects to National Core Arts Standards **AND** Common Core/other DC state standards.
- The post-trip materials/activities recap the experience in depth and link to standards. The activities are interactive and demonstrate what students learned on the trip and their level of engagement.
- Bonus Points: Deeper Engagement** (*select those that apply*):
 - Organization plans to visit the class prior to the AHFES experience to assist in preparing the students and unpacking the preparatory materials.
 - Organization will host a Professional Development Workshop for educators that complements the trip and assists the teachers in tying the AHFES experience into the classroom.
 - Organization will schedule a time to visit the class post-trip to review the experience and further assist the teacher in tying it into classroom content and extending the experience beyond the field-trip.
 - Organization plans to have a family engagement component and send materials to parents about the organization and offer incentives for families to return.
 - Organizations plans to incorporate the voice of the youth they are serving. Does the organization:
 - _____ have a youth advisory council
 - _____ participate in student evaluation/assessment
 - _____ incorporate the voice of the youth they are serving actively during the program
 - Other:

Mid-Range

Based on the information included in the application:

- The preparatory materials indicate links to **some relevant standards and curricular connections** and **somewhat encourages interactive work (age range may need more focus)** with the students to prepare them for the experience, but **needs more clarity**. Missing **some** basic audience engagement and logistics prep.
- The description **accurately** identifies the programmatic content but **needs more clarity**.
- The program connects to (*circle*) National Core Arts Standards **OR** Common Core/other DC state standards.
- The post-trip materials/activities **somewhat** recap the experience and links to **some** relevant standards. The activities are **somewhat** interactive and **partially** demonstrate what students learned on the trip and their level of engagement.
- Bonus Points: Deeper Engagement (*select those that apply*):
 - Organization plans to visit the class prior to the AHFES experience to assist in preparing the students and unpacking the preparatory materials.

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- Organization will host a Professional Development Workshop for educators that complements the trip and assists the teachers in tying the AHFES experience into the classroom.
- Organization will schedule a time to visit the class post-trip to review the experience and further assist the teacher in tying it into classroom content and extending the experience beyond the field-trip.
- Organization plans to have a family engagement component and send materials to parents about the organization and offer incentives for families to return.
- Organizations plans to incorporate the voice of the youth they are serving. Does the organization:
 - _____ have a youth advisory council
 - _____ participate in student evaluation/assessment
 - _____ incorporate the voice of the youth they are serving actively during the program
- Other:

Low

Based on the information included in the application:

- The preparatory materials **do NOT indicate any links** to **relevant learning standards or curricular connections** and **do NOT** contain interactive work with the students to prepare them for the experience. The materials do NOT link with the appropriate age range (or all of the age range) listed and does not contain information about the venue or logistics prep.
- The description **does NOT accurately** identify the programmatic content.
- The program does not connect to National Core Arts Standards **OR** Common Core/other DC state standards.
- The post-trip materials/activities **do NOT** recap the experience or link to standards. The activities are **NOT** interactive and **do NOT** demonstrate what students learned on the trip or their level of engagement.
- Bonus Points: Deeper Engagement (*select those that apply*):
 - Organization plans to visit the class prior to the AHFES experience to assist in preparing the students and unpacking the preparatory materials.
 - Organization will host a Professional Development Workshop for educators that complements the trip and assists the teachers in tying the AHFES experience into the classroom.
 - Organization will schedule a time to visit the class post-trip to review the experience and further assist the teacher in tying it into classroom content and extending the experience beyond the field-trip.
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 - Other:

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Strong Examples:

SHAKESPEARIENCE STUDENT MATINEE: METROMANIACS

Presented by: *Shakespeare Theatre Co.*

The Metromaniacs is an 18th century play, never before translated into English. A huge success in 1738, Piron's play is an uproarious lampoon of his famous real-life rival Voltaire's infatuation with an anonymous poetess. Like David Ives' other adaptations of Corneille and Regnard, this one will be a compact marvel of rhymed couplets, mistaken identities and theatrical ingenuity. **Concise, accurate, detailed description**

Date: February 25, 2015 *(Note: Clear of testing schedule)*

Time: 10:00 AM **Length of Event:** 3 hours **Length of event appropriate for age range**

Location: The Lansburgh Theatre
450 7 Street, NW, Washington, DC 20004

Discipline: Theatre **Arts Discipline**

Curriculum Connections: English Language Arts **Connects to Other Content Area**

Grades: 9th-12th **Focused Grade Range, Appropriate for Content**

Prep Materials: <https://drive.google.com/open?id=0B2m7IXJ0jc5hQVRfUXRkcmhLRjg> **Prep materials are of high quality , encourage interactive activities, connect to relevant standards and other content areas and reflect the appropriate age range. The materials also contain notes on audience etiquette.**

PATHS TO FREEDOM: SLAVERY, EMANCIPATION, AND THE POWERS OF THE PRESIDENT

Presented by: *White House Historical Association*

This field trip experience invites students to explore notions of enslavement and freedom, and to trace President Lincoln's steps as he considered emancipation and its alternatives. While participating in a costumed reenactment, students recreate the events surrounding the signing of the Emancipation Proclamation. Each student researches and acts the part of an historic character from the 1860s. In conclusion to the program, each class receives a DVD of their filmed production. **Concise, accurate, detailed description**

Date: To be determined *(Note: Okay to submit dates later, dates should be determined prior to each lottery)*

Time: 10:00 AM **Length of Event:** 3 hours

Location: David M. Rubenstein National Center for White House History at Decatur House
1610 H Street, NW, Washington, DC 20006

Discipline: Humanities, Theater **Arts and Humanities Discipline**

Curriculum Connections: Architecture/Urban Studies, History/Geography **Connects to other content area**

Grades: 4th-7th **Grade Range Appropriate for Content**

Prep Materials: <https://drive.google.com/open?id=0BxwJWxShlB4ld0tmcnQyQXdBZ1U>

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