

Arts and Humanities for Every Student Review Rubric

Instructions for Reviewers

Thank you for volunteering your time to ensure the high quality of arts and humanities education programs offered by the Arts and Humanities for Every Student.

The Purpose of the Application Review Process

The purpose of the application review process is to determine, simply, whether, in the opinion of the Programming Committee, a proposed program offering is ready to be listed in the Arts and Humanities for Every Student catalog. At the bottom of the Review Rubric you will be asked to make a recommendation: is this program ready to be offered through the AHFES program, or does it require some remediation or additional materials? The Rubric includes a list of 8 qualities to help you determine the quality of the experience; three qualities are “Makers of a High Quality Experience” and five are “Even better if” qualities.

Below are some guidelines and principles to keep in mind as you review the applications:

Principles of the Programming Committee:

The Benefit of the Doubt:

The Collaborative is interested in offering the students of the District the widest possible variety of arts and humanities field trips possible, as such, we err towards trusting that our member organizations are offering high-quality experiences. When in doubt, apply the benefit of the doubt when judging a program. A program will only be marked as not ready to be offered in circumstances where you are confident that it has not been fully considered or is seriously lacking in some qualities.

Trust Your Judgement and Experience:

The Collaborative trusts that you, a practitioner in the fields of arts and humanities education in DC, will use your professional judgement when determining whether a program is ready to be offered or not. Please also feel free to apply any professional experience you have regarding the provider or the program to the application.

Collegiality:

The programming committee also operates with an expectation of providing “idea exchange, leadership, and mentorship” to its member organizations. In that regard, please take seriously the opportunity to provide suggestions and explanations to help improve the programs you are reviewing.

Arts and Humanities for Every Student Program Review Rubric (2019)

Organization: _____

Program Title : _____

Program Type: ☐ Field Trip ☐ In-School ☐ Professional Development

Completed by: _____

Directions: Please mark yes or no in response to each item, and utilize the notes column if you feel an answer deserves justification.

Makers of a high-quality experience:	Assessment	Notes
1. Is the program appropriate for the proposed grade level?	Yes / No	
2. Does the proposed program allow for a high level of student engagement? (i.e. conversational presentation, Q/A, actor talk-backs, collaborative making, groups for discussion)	Yes / No	
3. Does the organization have clear learning objectives that can be achieved through their program?	Yes / No	
Even better if...		
4. Does the organization link the experience to appropriate DC standards of learning or otherwise make a high-quality effort to connect with classroom curriculum?	Yes / No	
5. Does the organization provide high-quality, supplementary educational materials for teachers?	Yes / No	

Arts and Humanities for Every Student Program Review Rubric (2019)

6. Does the organization plan to visit the classroom before or after the experience to prepare or debrief with students?	Yes / No	
7. Does the organization plan to offer professional development for educators that complements the program?	Yes / No	
8. Does the public event description match the proposed activities that will occur during the program?	Yes / No	

Recommendation: (Check boxes below)

- ☐ This program is ready to be offered through the AHFES program.
 - ☐ Given the quality of this program, this organization should be considered for participation in the Programming Committee.
- ☐ This program is ready to be offered through the AHFES program IF the recommended changes are made.
- ☐ This program is not ready to be offered in the AHFES Program.

If this program is not ready, what steps should the organization take prior to being included in the AHFES program?

Arts and Humanities for Every Student Program Review Rubric (2019)

Please write at least THREE comments or suggestions from the committee on ways to improve or enhance either the program or program materials. Getting all YES on the rubric does not mean the program is perfect! There is always room for improvement.

Examples: Do you have any insights on this content area to offer to the provider? Are there ways you could describe this program to be more marketable/attractive/easier to see a curriculum connection?

SAMPLE: Arts and Humanities for Every Student Program Review Rubric (2019)

Organization: The Kennedy Center

Program Title : Jazz Doodle Jam

Program Type: ☒ Field Trip ☐ In-School ☐ Professional Development

Completed by: Sample!

Directions: Please mark yes or no in response to each item, and utilize the notes column if you feel an answer deserves justification.

Makers of a high-quality experience:	Assessment	Notes
1. Is the program appropriate for the proposed grade level?	Yes / No	
2. Does the proposed program allow for a high level of student engagement? (i.e. conversational presentation, Q/A, actor talk-backs, collaborative making, groups for discussion)	Yes / No	The fact that the performers on stage alter their improvisations based on the student/ teacher artwork makes the engagement piece very strong.
3. Does the organization have clear learning objectives that can be achieved through their program?	Yes / No	Not enough information. Clear learning objectives are not listed in the application.
Even better if...		
4. Does the organization link the experience to appropriate DC standards of learning or otherwise make a high-quality effort to connect with classroom curriculum?	Yes / No	Not enough information provided
5. Does the organization provide high-quality, supplementary educational materials for teachers?	Yes / No	No materials provided

SAMPLE: Arts and Humanities for Every Student Program Review Rubric (2019)

6. Does the organization plan to visit the classroom before or after the experience to prepare or debrief with students?	Yes / No	
7. Does the organization plan to offer professional development for educators that complements the program?	Yes / No	
8. Does the public event description match the proposed activities that will occur during the program?	Yes / No	Not enough information provided

Recommendation: (Check boxes below)

X This program is ready to be offered through the AHFES program.

- ☐ Given the quality of this program, this organization should be considered for participation in the Programming Committee.
- ☐ This program is ready to be offered through the AHFES program IF the recommended changes are made.
- ☐ This program is not ready to be offered in the AHFES Program.

If this program is not ready, what steps should the organization take prior to being included in the AHFES program?

SAMPLE: Arts and Humanities for Every Student Program Review Rubric (2019)

Please write at least THREE comments or suggestions from the committee on ways to improve or enhance either the program or program materials. Getting all YES on the rubric does not mean the program is perfect! There is always room for improvement.

Examples: Do you have any insights on this content area to offer to the provider? Are there ways you could describe this program to be more marketable/attractive/easier to see a curriculum connection?

This program sounds fascinating!

Curriculum Connections: Integrating this with the Framework for Arts Learning curriculum may be beneficial to your marketing. The “Creation” theme extends from early March to the end of April, as students are actively participating in the *creation* of the performance this might be a nice connection to make. 5th grade in particular is in the “Trusting” development level within this thematic arc and collaborative art-making lends itself to this work. Improvisation and composition are listed in the scope and sequence for music in 3rd-5th grade during this time period.

Grade Level/ Preparatory Materials: Studies in Jazz and improvisation techniques would be appropriate for 5th grade level. As studies in Jazz may be inconsistently offered throughout the DC public education system, it would be important to provide teachers with materials or a sample lesson plan ahead of time to adequately prepare students for the performance.

Learning Objectives: Clear learning objectives are not listed in the application. Based on the program description I can tell that student engagement and understanding of the collaborative nature of improvisational processes are objectives. Perhaps listing learning objectives will also show that you are making the connection to the DCPS Arts curricula, assist in your marketing and assist you in assessing the program.