

# FY2022 TEACHING ART TOGETHER GRANT PROGRAM

## How to use this rubric

Panelists will receive a copy of the rubric as a part of their panelist training materials. The rubric will be used to ensure as fair and unbiased a panel process as possible. The scoring mechanism defines each of the four criteria scored by panelists: Planning and Implementation, Gathering and Responding to Evidence, and Accessibility. Grant applicants can use the rubric as a guideline in completing their applications for the deadline.

**Overall consideration for applications** (Panelists' overall application scores will reflect the following):

| Value     | Description                                                                                   | Score  |
|-----------|-----------------------------------------------------------------------------------------------|--------|
| Excellent | Strongly demonstrates exemplary strategies and has a completely developed description         | 75-100 |
| Good      | Satisfactorily demonstrates effective strategies are appropriate and explained in some detail | 50-74  |
| Fair      | Questionable strategies and/or has adequate description and includes sparse detail            | 25-49  |
| Weak      | Demonstrates ineffective strategies and/or has an inadequate description                      | 1-24   |

## Planning and Implementation (40 points)

| Excellent<br>30-40 points                                                                                                         | Good<br>20-29 points                                                                                                                       | Fair<br>10-19 points                                                                                                                | Weak<br>1-9 points                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Student engagement in the creative process is exemplary and explained in detail                                                   | Student engagement in the creative process is appropriate and explained in some detail                                                     | Student engagement in the creative process is adequate and includes sparse detail                                                   | Student engagement in the creative process is limited or lacks detail                                                  |
| Teacher engagement in preparing the students for the residency strategies is exemplary and explained in detail                    | Teacher engagement in preparing the students for the residency strategies is appropriate and explained with some detail                    | Teacher engagement in preparing the students for the residency strategies is adequate and includes sparse detail                    | Teacher engagement in preparing the students for the residency strategies is limited or lacks detail                   |
| Teacher engagement during the residency strategies is exemplary and explained in detail                                           | Teacher engagement during the residency strategies is appropriate and explained with some detail                                           | Teacher engagement during the residency strategies is adequate and includes sparse detail                                           | Teacher engagement during the residency strategies is limited or lacks detail                                          |
| Residency ties to the Kentucky Academic Standards for the Arts and/or English Language Arts are exemplary and explained in detail | Residency ties to the Kentucky Academic Standards for the Arts and/or English Language Arts are appropriate and explained with some detail | Residency ties to the Kentucky Academic Standards for the Arts and/or English Language Arts are adequate and includes sparse detail | Residency ties to the Kentucky Academic Standards for the Arts and/or English Language Arts are limited or lack detail |

### **Gathering and Responding to Evidence (35 points)**

| <b>Excellent</b><br>25-35 points                                                                                                                                         | <b>Good</b><br>15-24 points                                                                                                                                                       | <b>Fair</b><br>5-14 points                                                                                                                                                 | <b>Weak</b><br>1-4 points                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Measurement of the impact of the residency on all participants is exemplary and explained in detail                                                                      | Measurement of the impact of the residency on all participants is appropriate and explained with some detail                                                                      | Measurement of the impact of the residency on all participants is adequate and includes sparse detail                                                                      | Measurement of the impact of the residency on all participants is limited or lacks detail                                                                      |
| Incorporation of reflection and strategies for arts connections gained during the residency into future lessons of study strategies is exemplary and explained in detail | Incorporation of reflection and strategies for arts connections gained during the residency into future lessons of study strategies is appropriate and explained with some detail | Incorporation of reflection and strategies for arts connections gained during the residency into future lessons of study strategies is adequate and includes sparse detail | Incorporation of reflection and strategies for arts connections gained during the residency into future lessons of study strategies is limited or lacks detail |

### **Accessibility and Inclusivity (25 points)**

| <b>Excellent</b><br>20-25 points                                                                                   | <b>Good</b><br>15-19 points                                                                                                 | <b>Fair</b><br>5-14 points                                                                                          | <b>Weak</b><br>1-4 points                                                                               |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Instructional strategies and resources to engage diverse student populations are exemplary and explained in detail | Instructional strategies and resources to engage diverse student populations are appropriate and explained with some detail | Instructional strategies and resources to engage diverse student populations are adequate and include sparse detail | Instructional strategies and resources to engage diverse student populations are limited or lack detail |
| Instructional strategies and resources to engage students with disabilities are exemplary and explained in detail  | Instructional strategies and resources to engage students with disabilities are appropriate and explained with some detail  | Instructional strategies and resources to engage students with disabilities are adequate and include sparse detail  | Instructional strategies and resources to engage students with disabilities are limited or lack detail  |