Curriculum Coverage	3	2	1	0	Rating
Meets Core Standards and Objectives	80% of the state core objectives in the artform are covered.  Objectives are clearly stated with measurable outcomes.	70% of the state core objectives in the artform are covered.  Objectives are clearly stated with measurable outcomes.	50% of the state core objectives in the artform are covered.	Less than half of the objectives in the state core are covered.	
Content Accuracy	Accurate information reflecting current fine arts knowledge.  No content bias.	Some inaccuracies found, however information reflects current fine arts knowledge.	Many inaccuracies were found on major fine arts concepts or content bias created problems with arts concepts.	Major inaccuracies found in fine arts content or concepts.	
Covers Process Skills	Materials encourage students to use fine arts creating/ performing / perceiving/ responding skills.	No content bias.  Materials provide a range of activities with set outcomes.	Materials provide a set of explicit step-by-step instructions.	No hands-on activities.	
Age Appropriate	A wide range of activities to accommodate various developmental levels at a reasonable pace and depth of coverage.  Includes age appropriate cross-curricular references (e.g. literature, software, etc.)  Content organized so prerequisite skills and knowledge are developed	Some activities are adaptable to the appropriate age level.  Some cross-curricular activities are given.  Some attention given to prerequisite skills and knowledge.	Limited developmentally appropriate activities.  Prerequisite skills and prior knowledge are not sufficiently developed before more complex concepts are introduced.	Age appropriate issues are not addressed.  Several activities are not based on appropriate levels.	
Pedagogically Sound	before more complex skills.  Facilitates a wide range of teacher and student activities that reflect various learning styles and individual needs of students.	Encourages and assists teachers in addressing learning styles and individual needs of students.	Addresses differences in learning and teaching to a limited degree.  Includes some pedagogical	Hinders effective pedagogy.	
	Includes a wide variety of pedagogical strategies for flexible grouping and instruction.	Includes various pedagogical strategies for flexible grouping and instruction.	strategies for flexible grouping and instruction.		

Physical Qualities	3	2	1	0	Rating
Durability	Materials are securely bound and reinforced.	Materials are hardbound adequately.	Materials have secure binding.	Materials have inferior binding.	
Print Size and legibility for intended grade level	Appropriate use of font size and format for intended grade level.  Key words or phrases bold faced and/or italicized.	Font size adequate for intended grade level.  Some key words or phrases boldfaced and/or italicized.	Font size and format too small or too large for age group.  Highlighting was used too much, emphasized too much information.	Font size inconsistent.  No key words or phrases boldfaced or italicized.	
Pictures, tables, and graphics	Appropriate and varied pictures, tables, and graphs.	Limited pictures, tables, and graphs.	Very limited pictures, tables, and graphs.	Inappropriate pictures, tables, and graphs.	
Includes table of content, glossaries, and index	Tables of contents, indices, glossaries, content summaries, and assessment guides, that are designed to help teachers, parents / guardians, and students, and clearly represents concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides, that are designed to help teachers, parents/guardians, and students, adequate but not clearly defined concepts within the text.	Tables of contents, indices, glossaries, content summaries, and assessment guides.	Includes simple table of content, glossary, and index.	

Ancillary	3	2	1	0	Rating
<u>Materials</u>					
Teacher	Lesson plans are easy to	Most lesson plans are easy to	Some lesson plans are easy to	Lesson plans are difficult to	
Materials	understand and implement.	understand and implement.	understand and implement.	understand.	
	Are clearly written and	Are clearly written and			
	presented with accurate	presented with accurate	Some fine arts terms are	There is a lack of fine arts	
	concepts.	concepts.	academic vocabulary are	terms and academic	
			appropriately used.	vocabulary.	
	Fine Arts terms and	Generally fine arts terms and			
	academic vocabulary are	academic vocabulary are	Some recordings, visuals, and	Recordings, visuals, and	
	appropriately used.	appropriately used.	references effectively illustrate	references do not illustrate	
			fine arts principles in the	fine arts principles in the	
	Offers integration	Most recordings, visuals, and	content area.	content area.	
	suggestions to other	references effectively			
	curriculum areas.	illustrate fine arts principles in			
		the content area.			
	Recordings, visuals, and				
	references effectively				
	illustrate fine arts principles				
	in the content area.				

Student	3	2	1	0	Rating
Student Materials	Examples capture students' attention. Are drawn from classical masterpieces, and/or are written in current "pop" styles that students can relate to easily. Provide clear illustrations of the concepts being presented. Current examples represent our culturally diverse society.  Activities engage students in meaningful acquisition of fine arts concepts including but not limited to: creating, history, aesthetics, and criticism.  Activities develop in students creative problem solving, critical analysis, and abstract thinking skills.  Activities are integrated in other core subjects and can be easily differentiated for diverse populations. Uses multiple intelligences in activities.  The materials will instruct students in basic concepts and skills found in the Utah State Fine Arts Core, and include activities that line/match up	Examples are generally interesting and represent a variety of styles from historical periods, including some in current "pop" style. Different contemporary styles and cultures are touched upon.  Most activities engage students in meaningful acquisition of fine arts concepts including but not limited to: creating, history, aesthetics, and criticism.  Most activities develop in students creative problem solving, critical analysis, and abstract thinking skills.  Most activities are integrated in other core subjects and can be easily differentiated for diverse populations. Uses some multiple intelligences in activities.  Most of the time materials will instruct students in basic concepts and skills found in the Utah State Fine Arts Core, and include activities that line/match up with State Fine Arts Core Curricula.	Examples are difficult for students to relate to and are not readily recognizable. Cultural diversity is lacking. Current styles are limited in scope and quality.  Activities do not develop the concepts in the State Fine Arts Core Curriculum that are being studied in class.  Many activities do not develop in students creative problem solving, critical analysis, and abstract thinking skills.  The materials do not encourage students to develop an understanding of the basic concepts and skills found in the Utah State Fine Arts Core, nor do the activities line/match up with State Fine Arts Core Curricula.	Examples do little to illustrate concepts being presented, and do not gain attention of the student. Current trends are poorly presented or ignored. No effort made to address the work of other ethnicities.  Activities do not develop the concept studied.  Activities do not encourage further applications.  The materials do not encourage students to use basic processes and integrated processes in the performance of scientific study and inquiry.	Rating

Parent Materials	Homework assignments support classroom learning, and are written so that parents/guardians can easily understand them, enabling them to help their children.  Introduces ideas to extend concepts to the real world. Differentiated, multiple intelligences and ESL strategies are provided in materials sent home to parents.  Provides some materials to be sent home written in another language.	Suggests strategies and activities to assist parents/guardians.  Some ideas to extend concepts to the real world. Some differentiated, multiple intelligences and ESL strategies are provided in materials sent home to parents.	Limited activities available for parent/guardian use.  No parent/guardian activities included. No extensions suggested	No parent/guardians activities included.	Rating
Lab Materials	Recommended and provided music, scripts, dances, and/or visual art supplies are appropriate. Materials can be replaced economically and locally.	Some materials are provided and can be replaced locally or by mail order.	Materials are not provided. Needed materials can be obtained locally or special order.	Materials are not part of the program.	
Technology	3	2	1	0	Rating
Ease of use	Menus are easy to read and follow.  User-friendly installation requires a minimal level of computer expertise.  Manual and directions are understandable.	Menus are generally easy to read and follow.  Installation requires little computer expertise.  Manuals and directions are simple.	Menus are easy to read. Might have to read manual to understand operation of technology. (e.g., laser remote, software.)  Installation might require some knowledge or expertise.  Manuals are included.	Menus are not very descriptive. Hard to follow.  Installation requires expertise.  No manuals or written instructional materials are provided.	
Audio/Visual attributes	High quality audio and visuals are correct and contribute to overall effectiveness of program.  Information is current and upto-date.	Audio and visuals are of good quality. Compliments program effectiveness.  Information is current.	Audio and visuals are acceptable. Aligned with program content.  Information is mostly current.	Audio and visual defects are apparent. Distracts from program content.  Information is out-of-date.	
Enhances learning experience	Enhances learning experience. Adds depth and diversity.  Explains or conveys concepts in audio or visual format that clarifies concepts.	Offers some additional depth and diversity to learning experience.	Mild impact to overall learning experience.	Does not impact learning experience.	

Universal Access	3	2	1	0	Rating
Content accurately reflects diverse population	Provides ways to adapt curriculum for all students (e.g. special needs, learning difficulties, English language learners, advanced learners.)  Accurate portrayal of cultural, racial, and religious diversity in society.  Materials are aligned to promote a knowledge and understanding of ethnic groups.	Provides some ways to adapt curriculum to meet assessed special needs.  Mostly accurate portrayal of cultural, racial, and religious diversity in society.  Some materials are provided to connect and better understand ethnic studies.	Provides limited strategies to assist special needs students.  Does not address diversity in society.	Inaccurate portrayal of diverse populations.  Inappropriate strategies to assist special needs students.  Inappropriate portrayal of diversity of society.	
Provides for the development of healthy attitudes and values	Helps students develop skills for healthy attitudes and interests.  Provides opportunity for collaboration among students.	Periodic integration of healthy attitudes.  Some collaborative activities provided.	Limited integration of healthy attitudes and opportunities for student collaboration.	Does not address integration of healthy attitudes or provide opportunities for collaboration.	

Assessment	3	2	1	0	Rating
Provide a variety of assessment options	Multiple methods of recording and assessing individual student progress in an artform at regular intervals ensuring success of all students.	Uses some consistent method of recording and assessing individual student progress in an artform at regular intervals across the term of study.	Uses some appropriate method of recording and assessing student progress in an art form.	Provides only exhibition and performance as assessment.	
Assessment tools	Assessment targets (portfolio) and rubrics in assessment package per art form.	Assessment targets (portfolio) and rubrics used occasionally per art form.	Uses only oral and/or written feedback as an assessment tool	Does not use an assessment tool.	
Assessment alignment to objectives	Assessment is provided to assess 100% of stated objectives with a variety of assessment strategies employed.	Assessment is provided to assess 75% of stated objectives.	Assessment is provided to assess 50% of stated objectives.	Assessment is provided to assess less than 50% of stated objectives.	
Assessment for understanding	Assessment requires the direct application of comprehensive skills and concepts intrinsic to an artform.	Assessment requires the application of several skills and concepts.	Assessment requires the application of a few skills and concepts.	No application of skills and concepts is required.	