

Middle School Music Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> ● Self Select-Pull Out ● Before/After School ● Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> ● Scheduling is arranged so that all members of each ensemble can meet as a unit during the school day ● Efforts are made to avoid single offering single section courses against each other. ● Instruction in ensembles is provided to students in durations commensurate with other core academic subject areas ● Scheduling considerations made for students with disabilities and English learners 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● All Students participate ● Support for students with disabilities & English Learners
Instructional Program	<ul style="list-style-type: none"> ● Single Level: No advanced or novice level classes ● One offering (eg. General music only, or beginning band only) ● Classes scheduled by grade level only without consideration to performance level of student or ensemble type. ● Limited performance opportunities 	<ul style="list-style-type: none"> ● Standards Based Instructional Program ● Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) ● Classes scheduled such that students are able to participate in appropriate leveled ensembles. (eg. beginning band, beginning orchestra, concert band, concert orchestra) ● Every performing group presents a series of performances, for parents, peers, and the community. The number of performances is sufficient to demonstrate the nature and extent of the students' learning but not so great as to interfere with the learning process, to reduce the amount of time available to achieve instructional objectives of the ensemble, or to suggest an emphasis on entertainment rather than education. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Involves community resources, musicians to enhance educational experience ● Diverse offerings (Band, Orchestra, Choir, Jazz Band, Guitar, Keyboard, General Music) ● Performance opportunities outside school community
Teachers	<ul style="list-style-type: none"> ● Emergency Credentials ● Non-Credentialed ● Outside contractors 	<ul style="list-style-type: none"> ● Fully credentialed and qualified ● Instruction is provided by Highly Qualified/certified music teachers who have received formal training (including inservice training) in the ensemble taught. ● Students receive regular credit for courses ● Teachers teaching in their area of expertise. (Band, Orchestra, Vocal, General) 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Program is enhanced with community artists to provide specialty instruction. Or a second music instructor added to provide additional music experiences not covered by the first. (eg. choir, jazz band, brass choir)
Facilities	<ul style="list-style-type: none"> ● Shared spaces (stage, lunch room, gym) ● Limited or no secure storage or lockable cabinets available. ● Located in close proximity to academic classes (creating excessive noise) ● Unsecured location <p><u>Note:</u> most OUSD middle school facilities were constructed with music rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> ● Meets basic music instructional needs. ● Dedicated Secure Music Room ● Performance Space - auditorium or theater ● Secure Storage, ● Sink ● Music Stands ● Piano ● Sound, A/V system ● Rehearsal Space for large group (50+) students ● Acoustic considerations: <ul style="list-style-type: none"> ○ Dampening as needed or required for safety (carpet, acoustic tiles, non parallel walls, etc.) ○ Space and ceiling height to provide good acoustics. ○ Acoustically isolated from other classrooms 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Driven by instructional needs of music programs (eg. vocal program in room with risers) ● Floor space adequate to limit congestion during transitions ● Specialty Music Chairs - promoting appropriate posture ● Practice rooms for small groups and individuals ● Built-in storage for large instruments (basses, cellos, percussion) ● Keyboard Lab ● Faculty office

<p>Equipment/Materials</p>	<ul style="list-style-type: none"> • Instruments not available for home practice (students share instruments) • School inventory not sufficient for balanced ensemble. (no basses, low brass, etc.) • Instruments are not available for general music classes. • Minimal music materials available for students. (song lyrics only, teacher composes all music) 	<ul style="list-style-type: none"> • Instructional Materials budget identified for music class (providing funds for consumables: reeds, strings, bows, rosin, drum sticks, etc.) <u>Rule of thumb: budget \$15 per art student</u> • Equipment available for balanced ensembles at all levels • Percussion & Auxiliary instruments available: Timpani, Bass Drums, Snare Drums, mallet percussion, Drum Set, Bass & Guitar Amps, • Supplies available: bass drum beaters, mallets, mouthpieces, etc. • Pitched and nonpitched instruments available for general music • Standard Classroom technology with the addition of amplified sound system, microphones. • Music Library: variety of leveled musical selections, variety of genres. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> • Instructional Materials budget sufficient to purchase and update music library with new compositions, occasionally purchase new, replace instruments; attend out of district festivals & performance opportunities • Music technology: computer assisted composition tools, music learning software for interventions.
<p>Professional Development</p>	<ul style="list-style-type: none"> • Limited or no planning time • Limited professional development opportunities available. 	<ul style="list-style-type: none"> • Planning time is commensurate to that of other core academic teachers • Principal provides regular observations & feedback similar to other academic teachers • Regularly attends discipline specific PD - usually provided by school district • Department planning meetings 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> • Opportunities to attend conferences, outside district PD sessions • School-Wide planning and professional learning incorporates music professional growth

Sources: California Visual and Performing Arts Framework and National Association for Music Education Opportunity to Learn Standards

Middle School Visual Art Rubric - Program Evaluation

	Entry	Basic	Quality
Access/Equity	<ul style="list-style-type: none"> ● Self Select-Pull Out ● Before/After School ● Not all students are able to participate (required academic interventions, ELD) 	<ul style="list-style-type: none"> ● Scheduling is arranged so that each type of art class can meet as a unit during the school day (eg. Art 1, Art 2, Ceramics) ● Efforts are made to avoid single offering single section courses against each other. ● Instruction in Art is provided to students in durations commensurate with other core academic subject areas 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● All Students participate ● Instructional aid support for students with disabilities
Instructional Program	<ul style="list-style-type: none"> ● Single Level: No advanced or novice level classes ● One offering (eg. intro to visual art) ● Classes scheduled by grade level only without consideration to performance level of student or ensemble type. ● Limited performance opportunities 	<ul style="list-style-type: none"> ● Standards Based instructional program ● Multiple Sequential Levels (Novice and Advanced Classes scheduled appropriately) ● Classes scheduled such that students are able to participate in appropriate leveled classes. (eg. Art 1, Art 2 Ceramics) ● Exhibition opportunities are provided for students to show their mastery of art content. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Involves community resources, artists to enhance educational experience ● Diverse offerings (Intro to Art, Art History, Ceramics, etc.) ● Exhibition opportunities outside the school community. Art festivals.
Teachers	<ul style="list-style-type: none"> ● Emergency Credentials ● Non-Credentialed ● Outside contractors 	<ul style="list-style-type: none"> ● Fully credentialed and qualified ● Instruction is provided by Highly Qualified/certified art teachers who have received formal training (including inservice training) in the area taught. ● Students receive regular credit for courses 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Use community partnerships to enhance student learning experience.
Facilities	<ul style="list-style-type: none"> ● Shared spaces (stage, lunchroom, art on a cart) ● Limited or no storage cabinets for art materials and supplies. <p><u>Note:</u> most OUSD middle school facilities were constructed with art rooms that meet the basic/quality requirements.</p>	<ul style="list-style-type: none"> ● Meets basic visual art instructional needs. ● Display space for student work ● Storage space for student work in progress (lockable), Drying racks ● Dedicated, lockable, organized storage space for materials and supplies ● Hard Floors ● Space to facilitate easy movement around the room ● Designed with the ability to work on a variety of art projects ● Easily accessible for delivery of large materials ● Ample natural light ● Large deep sinks with a source of hot water ● Ventilation ● Work tables wide enough for students to work from both sides ● Other considerations: safety, lighting, energy, location, sound control 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Separate Kiln Room ● Space for working outdoors ● Floor space adequate to limit congestion during transitions
Equipment/Materials	<ul style="list-style-type: none"> ● Limited materials available. 	<ul style="list-style-type: none"> ● Instructional Materials budget sufficient for all art students (providing funds for consumables paper, water paint, paint, clay, brushes) <i>Rule of thumb: budget \$15 per art student</i> ● Equipment available: mirrors, easels, pottery wheels, kiln, etc. ● AV equipment for displaying student work, instructional videos, displaying a variety of artwork. 	<p><i>In addition to basic...</i></p> <ul style="list-style-type: none"> ● Instructional Materials budget sufficient to purchase and update equipment ● Technology for student and teacher use

Professional Development	<ul style="list-style-type: none"> ● Limited or no planning time ● Limited professional development opportunities available. 	<ul style="list-style-type: none"> ● Planning time is commensurate to that of other core academic teachers ● Principal provides regular observations & feedback similar to other academic teachers ● Regularly attends content specific PD - usually provided by school district ● Department planning meetings 	<i>In addition to basic...</i> <ul style="list-style-type: none"> ● Opportunities to attend conferences, outside district PD sessions ● School-Wide planning and professional learning incorporates visual art professional growth
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Sources: California Visual and Performing Arts Framework



Measure G1 Commission Middle School Proposal Rubric

School Name:

Area of Focus	Score	Notes
Proposal keeps equity at the forefront		
Includes all required components		
Proposed use of funds is aligned to the intent of the measure		
Plan for providing quality art programming is clearly articulated		
Plan for providing quality music programming to students is clearly articulated.		
Plan for providing quality world language programming is clearly articulated.		
Plan for supporting 5th to 6th grade recruitment and retention of students is clearly articulated		
Plan for promoting positive school culture and safety is clearly articulated		
Supplementing existing program, not supplanting		
Proposal accurately assesses strengths and growth areas in the domains		
Clear alignment between self-assessments and proposed actions		
Clear, measurable outcomes are articulated for each use of funds		
Clear documentation of staff engagement in the planning process (agenda & notes from meetings)		
Clear documentation of community engagement in the planning process (agenda & notes from community meetings)		
Final Score (total /14)		

1= Far below the requirement, 2=Did not meet requirement, 3= Nearly met requirement, 4= Met requirement, 5= Exceeded requirement