Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Performance/Creativity Rubric**

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| --- | --- | --- | --- | --- |
|  | **Proficient with Distinction** | **Proficient** | **Partially Proficient** | **Not Proficient** |
| **Artistic Skill** | Demonstrates command of the art form through inventive, original, or improvisational interpretation. | Demonstrates accurate interpretation of art form as created by composer/ choreographer/artist (e.g. musician uses proper tempo/dynamics). | Demonstrates fundamental competency in the art form (e.g. musician plays in tune; dancer is expressive; artwork is organized, etc.) | Demonstrates little or no competency in any art form. |
| **Artistic Process** | Demonstrates knowledge of the relationship of performed art form to other art forms and to larger historical and cultural contexts.  Communicates examples of personal expression through the art form. | Demonstrates thorough knowledge of the history and aesthetics of the art form.  Uses comparative metaphors and illustrations to inspire attentive student engagement and interest. | Demonstrates fundamental knowledge of the history and aesthetics of the art form and the artist’s specialty within the art form.  Demonstrates the art form to engage student interest. | Demonstrates little or no knowledge of any art form. |
| **Participation** | Demonstrates thoroughly and effectively the ability to apply knowledge of sequential, organizational, and creative strategies and processes toward analyzing and interpreting, creating, or performing. | Demonstrates the ability to apply knowledge of sequential, organizational, and creative strategies and processes toward analyzing and interpreting, creating or performing. | Demonstrates some ability to apply knowledge of sequential, organizational, and creative strategies and processes toward analyzing and interpreting, creating or performing. | Demonstrates little or no ability to apply knowledge of sequential, organizational, and creative strategies and processes toward analyzing and interpreting, creating or performing. |
| **Appreciation** | Expertly and effectively demonstrates the ability to work alone and in groups to create, perform, and/or analyze and interpret the arts. | Demonstrates the ability to work alone and in groups to create, perform, and/or analyze and interpret the arts. | Demonstrates some ability to work alone and in groups to create, perform, and/or analyze and interpret the arts. | Demonstrates little or no ability to work alone and in groups to create, perform, and/or analyze and interpreting the arts. |

\*Any rows of the above rubric may be used, combined, or deleted, depending on the assessment criteria.