



	10	8	6	4	2
<b>Artistic Merit</b>	<ul style="list-style-type: none"> <li>Robust evidence of artistic excellence AND the ability to provide quality experiences for audiences/participants</li> <li>Project has clearly defined the target audience, and has direct and deep relevance to the creative experience and/or cultural heritage of that community</li> <li>Substantive, relevant, and diverse support materials accompany the application</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of artistic excellence and the ability to provide quality experiences for audiences/participants</li> <li>Projects are designed to expand the public or students' knowledge of and appreciation for an art form.</li> <li>Support materials are directly relevant to the application, of excellent quality, and present a high level of artistic product.</li> <li>The artist(s) listed as project partners are on RISCA's Teaching Artist Roster. If not, there are persuasive support materials that speak to artistic merit.</li> <li>Appropriate payment of fees and other services are provided to artists and arts professionals, with preference given to the involvement of highly qualified Rhode Island artists.</li> </ul>	<ul style="list-style-type: none"> <li>Limited evidence of artistic excellence and the ability to provide quality experiences for audiences/participants</li> <li>Project is well thought out but there is limited evidence of deep appreciation for an art form</li> <li>Support materials are moderately relevant to the application, and are unclear on the level of artistic product</li> <li>Evidence of teaching artist merit is provided</li> </ul>	<ul style="list-style-type: none"> <li>insufficient evidence of artistic excellence and the ability to provide quality experiences for audiences/participants</li> <li>Project does not provide deep engagement for a student with an art form</li> <li>Support materials are provided but not persuasive</li> <li>Insufficient evidence of teaching artist merit is provided</li> </ul>	Attempted but did not meet criteria: (please note areas of concern)
	5	4	3	2	1
<b>Clarity &amp; Achievability</b>	<ul style="list-style-type: none"> <li>Application thoroughly states what will be done, when and where things will take place, why the project should be supported with public funds, and how the applicant will go about organizing, managing, and evaluation the project.</li> <li>Budgets are clear, detailed, and accurate, and have thoroughly explained how they arrived at the numbers, indicated where RISCA funds will be spent.</li> <li>Budget expenses and revenue are clearly related to project description and the goals of the project and are a direct translation of stated goals into numbers.</li> <li>Robust and varied evidence that the project proposed is achievable by the applicant</li> </ul>	<p>The application clearly states:</p> <ul style="list-style-type: none"> <li>what will be done.</li> <li>when and where things will take place.</li> <li>how the applicant will go about organizing, managing and evaluating the project.</li> </ul> <ul style="list-style-type: none"> <li>Budgets are clear, detailed, and accurate; the planned allocation of funds supports project goals.</li> <li>There is evidence that what is proposed is achievable by the applicant, on their own or in partnership with others. In the absence of experience, information provided helps make a convincing case that this project will succeed.</li> <li>Planning time for artist(s) built in on a regular basis throughout the timeline or preliminary schedule included</li> </ul>	<p>The application states:</p> <ul style="list-style-type: none"> <li>what will be done.</li> <li>when and where things will take place, with some ambivalence</li> </ul> <ul style="list-style-type: none"> <li>Things unstated in the application are inferable by reasonable deduction and/or panelist experience</li> <li>Budget is complete; planned budget allocation of funds supports project goals</li> <li>Support documents demonstrate buy-in from project partners</li> </ul>	<ul style="list-style-type: none"> <li>A timeline is provided</li> <li>A budget is provided</li> <li>A case for support is articulated but is not persuasive</li> <li>Insufficient evidence of achievability provided</li> </ul>	Attempted but did not meet criteria: (please note areas of concern)



<b>Curriculum Connection</b>	<ul style="list-style-type: none"><li>• Overwhelming evidence of a meaningful collaboration between the artist(s) and the wider school community</li><li>• Multiple curricular integrations are evident</li><li>• A proven method of evaluation is evident</li><li>• All manner of access for the wider school community is prioritized</li></ul>	<ul style="list-style-type: none"><li>• The application reflects a collaboration between the artist(s) and others within the school community (teachers, administrators, students, parents).<ul style="list-style-type: none"><li>• Ample evidence that this project is a genuine collaboration between the classroom teachers and teaching artists.</li></ul></li><li>• There are clear indications of integration of curriculum standards/frameworks, including NCAS (National Core Arts Standards).</li><li>• A process of assessment/evaluation is visible.</li><li>• Encouraging access to and participation in the arts by:<ul style="list-style-type: none"><li>• Persons in under-resourced geographic communities.</li><li>• Underrepresented populations, including race, gender, sexuality, and disability.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• While a collaboration exists, there is limited evidence of classroom teacher and/or administrator buy-in</li><li>• Standards are noted in the project description but the integration of the project into a larger unit of study is limited</li><li>• Evaluation methods are present but may not be effective</li><li>• Access is addressed with some thoughtfulness</li></ul>	<ul style="list-style-type: none"><li>• The application does not reflect a collaboration between the artist(s) and others within the school community</li><li>• The application does not indicate support from a classroom teacher</li><li>• There are no clear indications of integration of curriculum standards/frameworks, including NCAS (National Core Arts Standards).</li><li>• No process of assessment/evaluation is visible.</li><li>• Access is not discussed in a meaningful way</li></ul>	Attempted but did not meet criteria: (please note areas of concern)
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