

DANCE DEPARTMENT

Category	Excellent	Good	Satisfactory	Poor	Failing
Technique & Craftsmanship Physical and detailed realization of the elements of dance	Student accurately realizes the steps in the curriculum; consistently demonstrating careful attention to detail and thoughtfulness in execution.	Student accurately realizes the steps in the curriculum and often demonstrates attention to detail and thoughtfulness in execution.	Student realizes the steps in the curriculum and sometimes demonstrates attention to detail and thoughtfulness in execution.	Student occasionally realizes and executes the steps in the curriculum with little awareness of detail.	Student rarely realizes the steps in the curriculum and demonstrates a lack of awareness of detail.
Habits of Mind, Reflection, & Understanding Thoughtful approach to technique incorporating teacher corrections	Student thoughtfully explores how technical elements of movement are connected while accurately responding to and retaining teacher corrections.	Student displays understanding and connects individual elements to the larger context of movement while responding to and accurately executing teacher corrections.	Student displays understanding of how elements of movement are connected, occasionally realizes them while responding to teacher corrections.	Student occasionally displays understanding of how elements of movement are connected; however, infrequently responds to teacher corrections.	Student rarely responds to teacher corrections.
Artistry Movement quality, versatility of dynamics, and musicality	Student executes elements of movement consistently demonstrating varied dynamic range and sensitivity to musical phrasing producing a significant artistic effect.	Student often executes elements of movement demonstrating dynamics and sensitivity to musical phrasing producing an artistic effect.	Student executes elements of movement demonstrating dynamics and some sensitivity to musical phrasing.	Student occasionally executes elements of movement demonstrating dynamics and sensitivity to musical phrasing.	Student rarely executes elements of movement demonstrating dynamics and possesses little sensitivity to musical phrasing.
Effort Physical engagement of the body with dance	Student exhibits excellent focus and physical engagement to correctly train and utilize muscles and core to provide the physical organization needed for a clear, strong, physical approach to technique on a daily basis.	Student exhibits good focus and physical engagement to correctly train and utilize muscles and core to provide the physical organization needed for clear, strong technique on a daily basis.	Student exhibits consistent physical engagement but lacks focus on the correct physical execution of the vocabulary.	Student occasionally exhibits focus and physical engagement to correctly train and utilize muscles and core to provide the physical organization needed for clear, strong technique.	Student work lacks significant focus and physical engagement to correctly train and utilize muscles and core to provide the physical organization needed for clear, strong technique.
Behavior of Learning Studio behavior, attendance and etiquette	Student always displays appropriate studio decorum and is always respectful of the faculty and fellow classmates. Student is generally on time, present, and fully participating in all classes and rehearsals.	Student always displays appropriate studio decorum and is always respectful of the faculty and fellow classmates. Student is rarely late, seated or absent from class or rehearsal.	Student rarely displays inappropriate studio decorum and is rarely disrespectful. Student is occasionally late, seated or absent from class or rehearsal.	Student occasionally displays inappropriate studio decorum and is occasionally disrespectful to faculty and fellow classmates. Student is frequently late, seated or absent from class or rehearsal.	Student frequently displays inappropriate studio decorum and is frequently disrespectful to faculty and fellow classmates. Student is frequently late, seated or absent from class or rehearsal.

MUSIC DEPARTMENT

Category	Excellent	Good	Satisfactory	Poor	Failing
Weekly progress- *daily practice	Evidence of daily practice. Mastery of assigned repertoire appropriate for a high artistic effect.	Evidence of regular practice with some artistic effect.	Evidence of irregular practice. Inconsistent quality.	Evidence of sporadic practice with little to no regard to artistic quality.	Lacking evidence of practice.
Pitch	Pitch and intonation are very accurate.	Pitch is accurate with an occasional error.	Pitch is mostly accurate, but underlying tonality is secure.	Sporadic pitches. Tonality insecure.	Very few accurate or secure pitches.
Rhythm	The tempo is secure and rhythm is accurate.	Tempo is secure and rhythms are mostly accurate.	Tempo is insecure and rhythms are often inaccurate occasionally detract from performance.	The tempo is usually erratic and many rhythms are inaccurate and detract from the performance.	The beat is erratic and rhythms are seldom accurate detracting significantly from the performance.
Studio Conduct **performance expectations	Student is punctual and brings all necessary materials. Excellent mental and physical engagement at every lesson.	Student is usually punctual. Appropriate mental and physical engagement at every lesson.	Student is generally punctual. Consistent mental and physical engagement at every lesson.	Student is rarely punctual occasionally exhibits mental and physical engagement at every lesson.	Student misses lessons without excuse. Insignificant mental and physical engagement during lessons.
Expression and Style	Student performs with artistic nuance and style. Work reflects careful attention and thoughtfulness to detail.	Student usually performs with nuance and style showing meaningful engagement to details.	Student generally performs with artistic nuance and style with consistent engagement to details.	Student rarely performs with artistic nuance and style with occasional engagement to details.	Expression and style is nonexistent. Insignificant engagement and attention to details.
*Daily practice to include: Assigned exercises Repertoire Includes translations for vocalists Includes IPA annotations for vocalists May include memorization for instrumentalists and vocalists Expression Includes appropriate use of dynamics, articulation and phrasing			**Performance Expectations include: Submitting Recital Forms in a timely manner Submitting Jury materials in a timely manner Managing Coaching Sessions signing up appropriately attending coaching sessions submitting piano accompaniment parts neatly and in a timely manner coming prepared to coaching sessions prepared Dressed appropriately for Student Recitals Handling recording needs and sessions appropriately and in a timely manner		

ACTING

Category	Excellent	Good	Satisfactory	Poor	Failing
Effort and Stamina Mental and Physical Engagement in the studio	Student is highly engaged at all times in the studio.	Student is consistently engaged in the studio	Student is engaged and shows some stamina in the studio	Student is not engaged in studio work	Student is minimally engaged in the studio and shows very little stamina
Skill Development Gaining & Growing basic building blocks to advance progression in the studio	Skills and Concepts are used in consistent and exceptional ways	Skills and Concepts are consistently and effectively applied to studio work	Skills and Concepts are attempted and applied to most studio work	Skills and Concepts learned are not applied to studio work	Skills and Concepts are rarely and inconsistently to studio work
Attitude and Behavior Connection of Studio work to good work habits	Student consistently excels at contributing to creative work environment through exemplary work ethic & productive studio habits	Student consistently contributes to creative working environment through strong work ethic and productive studio habits	Student contributes to the creative working environment through strong work ethic and productive studio habits	Student does not contribute to creative working environment and is disruptive to studio process	Student contributes very little to creative working environment and is distracting to others in the studio
Creativity & Originality Engagement in taking risks & making self-motivated artistic choices	Student shows exemplary attention to details and artistic motivation	Student consistently shows attention to details and accurate artistic motivation	Student shows attention to details and some artistic motivation	Student does not attend to details and shows lack of artistic motivation	Student rarely attends to details and shows minimal artistic motivation
Self Reflection Response to individual work & work of others, including acceptance & application of feedback	Student excels at reflected on studio work and easily accepts and applies feedback from peers and instructors	Student consistently reflects on student work and accepts and applies feedback	Student sufficiently reflects on studio work and is able to apply some feedback from peers or instructor	Student is not reflective of work produced in studio nor accepting of feedback from instructor or peers	Student rarely reflects on work produced in studio and rarely applies or accepts feedback

STAGE DESIGN & PRODUCTION

Category	Excellent	Good	Satisfactory	Poor	Failing
Effort & Completion Mental and physical engagement in the work	The student tries to do high quality work and persists in the face of difficulties.	There is a consistent attempt to do high quality work.	The student tries to do the work with ias directed.	The student is minimally engaged in the work, is barely doing what is asked.	The student is not engaged in the work.
Skill Development Applying new concepts and processes	The student makes extensive use of the skills and concepts that have been taught and connects them with previous learning.	The student uses most of the skills and concepts that have been taught and explores their effectiveness.	The student makes an attempt at using most the skills and concepts that have been taught.	The skills and concepts that have been taught are minimally used.	The skills and concepts that have been taught are not used.
Attitude & Behavior Creation of good work habits	The student is eager to learn and asks more from the teacher.	The student is ready to work and tries to be very productive.	The student is ready to work and engages in little distracting behavior.	The student does very little work or engages in distracting behavior	The student does not try to do the work or is engaged in very disruptive behavior.
Creative Investment Self-motivated artistic choices	The student applies original ideas and personal choice extensively in the work.	The work displays some originality and personal choice but is not always well thought out.	There is an attempt at originality but the work is derivative and has little personal choices.	There is some attempt at originality but without thought or reason.	Little or no attempt is made to create original and thoughtful work.
Craftsmanship Dedication to creating high quality work	The student is very careful in the creation of the work, double-checking and re-doing steps as necessary.	The student takes the time to do the work carefully.	Work is done with an attempt at creating good quality.	There is a minimal attempt at doing good quality work.	Little or no care is given to creating quality work.

VISUAL ARTS DEPARTMENT

Category	Excellent	Good	Satisfactory	Poor	Failing
Quality of Work Concept Content Creativity	Student demonstrates mastery of instruction and/or artistry that consistently exceeds expectations	Student shows proficiency of instruction and/or artistry according to, and occasionally exceeding expectations.	Student demonstrated growing understanding for the process laid out for creating assigned work.	Student has potential. Inconsistency inhibits progress.	Student demonstrates little interest or regard for the learning process.
Work Habits/Artistic Growth	Student has consistently good work habits (on-time, prepared) and classroom behavior. All assigned homework is completed in a timely manner, growth is above expectation.	Student has consistently good work habits (on-time, prepared) and classroom behavior. All assigned homework is completed in a timely manner, growth is consistent.	Student has consistently good work habits (on-time, prepared) and classroom behavior. All assigned homework is well-attempted. Homework handed in late may have points deducted. Growth is evident.	Unacceptable work habits (late to class, not prepared with work and/or materials). Growth is not evident.	Student has poor work habits (multiple unexcused absences or lateness, consistently unprepared).
Technical Proficiency Dexterity Tool Use Craftsmanship	Shows mastery of specific techniques or hand skills. Work is consistently of highest quality.	Specific hand skills or techniques have not been mastered. A given effort, while good, does not match his/her best efforts. Work handed in late may have points deducted.	There are obvious issues with craftsmanship. Student shows lack of control over tools and materials or work looks rushed or unresolved in areas. Substrates are not clean. Work handed in late may have points deducted.	Assigned work is missing or is of poor quality by the standards laid out in the objectives of the specific assignment. Growth is not evident. Work handed in late may have points deducted.	Assigned work is not attempted.
Classroom Participation	Makes focused use of studio time. Consistently makes valuable contributions to discussions and critiques.	Makes focused use of studio time. Often makes valuable contributions to discussions and critiques.	Makes focused use of studio time. Makes acceptable contributions to discussions and critiques.	Sporadic classroom participation.	Does not participate in class.
Professional Conduct	Always demonstrates professional attitude and demeanor - serves as an example to peers.	Consistently demonstrates professional attitude and demeanor - contributes to a positive classroom culture.	Developing professional attitude and demeanor.	Distracts others. Classroom behavior needs to be improved.	Distracts others. Student exhibits poor classroom behavior.

CHARLES C. BAUM FILM & VISUAL STORYTELLING DEPARTMENT

Category	Excellent	Good	Satisfactory	Poor	Failing
Core Content	Student demonstrates exceptional understanding of the course content; demonstrates mastery both in discussion and practical application.	Student demonstrates a strong understanding of the course content; demonstrates mastery in discussion.	Student demonstrates some understanding of the course content, though the ability to articulate this knowledge may be inconsistent.	Student demonstrates little understanding of the course content, and the ability to articulate this knowledge may be inconsistent or incomplete.	Student fails to demonstrate or make an attempt to understand the content of the course.
Application	Student makes exceptional use of the curriculum and applies the concepts learned in class creatively towards a sophisticated final product.	Student makes good use of the curriculum and applies the concepts learned in class creatively towards a strong final product.	Student makes some use of the curriculum and applies the concepts learned in class creatively towards a product that may demonstrate some inconsistencies.	Student makes little use of the curriculum and/or struggles to apply the concepts learned in class creatively towards a product that may demonstrate some inconsistencies.	Student makes no use of the curriculum and/or failed to apply the concepts learned in class creatively towards a product.
Collaboration and/or Teamwork	Student communicates and works exceptionally well with team members, takes initiative when necessary, and understand his or her role within the group	Student communicates and works effectively with team members, takes initiative when necessary, and understand his or her role within the group	Student communicates and works with team members, but is less successful. Student may or may not understand his or her role within the group, but tries.	Student struggles to communicate and work with team members. Student may or may not understand his or her role within the group. However, the student is participating.	Student does not participate and shows no interest in collaboration.
Attitude & Behavior	The student is eager to learn and asks more from the teacher.	The student is ready to work and is productive.	The student is working and tries to be productive, but engages in distracting behavior.	The student does very little work or engages in distracting behavior	The student does not try to do the work or is engaged in very distracting behavior.
Attendance & Punctuality	The student has perfect, prompt attendance (except for those excused).	The student is present and on time for 7/8 or more of the classes	The student is present and on time for 3/4 or more of the classes.	The student is present and on time for 5/8 or more of the classes.	The student is present and on time for 1/2 or less of the classes.