

Scoring Guide and Rubric for Presidential Scholars for the Arts

Please refer to the criteria and scoring guide below. Note that while the criteria and scoring guide have remained the same as past years, the totals for each criterion will be weighted based on the level of depth for each item. Weighting factors are in parenthesis. The rubric can be found on pages 3-7.

Criteria	Question/Submission Number
Commitment to the Arts (.06)	1. Please tell us about this student's commitment to their art form(s). In what ways has this student shown initiative in the pursuit of their learning and growth in the arts?
Artistic Achievements (.1)	2. In what ways do they excel artistically? Describe the student's achievements, a time when the student demonstrated creativity and innovation in their learning, and any in- or out-of-school arts learning experiences.
Passion and Growth (.06)	3. Describe the impact that the arts have had on the student artist and what serves as their inspiration.
Artistic Contribution (.1)	4. Describe any contributions that the student artist has made to the school and larger community. How have they collaborated with others?
Pursuit of Goals (.08)	5. What are the student artists goals? What are they hoping to accomplish artistically beyond their K-12 experience?
Artistic Excellence (.6)	Image, Text, Audio, and/or video Submissions 1, 2, and 3



Score	Scoring Guide: Each criteria is awarded a score of 1 to 5 – 5 being the highest. We offer the following as a guide to assist you.
5 is Excellent	The proposal demonstrates the highest level of thinking, capacity, or impact for this criterion. The content of the responses is exemplary in this particular criteria area and could be an example to others.
4 is Very Good	Solid/effective/capable in the criterion area. While there is not necessarily a weakness in this criterion area, the responses do not show evidence of the highest level of thought or effectiveness. It is solid, rather than exceptional.
3 is Good	Acceptable/shows promise. While the criteria is not fully addressed, the responses are thoughtful and striving for effectiveness.
2 is Fair	Gaps in learning are apparent. Criteria not addressed fully. Responses lack detail.
1 is Poor	Weaknesses are apparent in the criteria, the question is not addressed at all, or the logic is faulty.

Scoring Rubric for the Vermont Presidential Scholars for the Arts

Student Name: _____

Primary Artform: _____

Criteria	Indicators	Score 1-5	Score %	Weight %	Comments
Commitment to the Arts Question 1	Response shows evidence of student's: <ul style="list-style-type: none"> • commitment to their art form(s) • showed initiative in the pursuit of their learning • growth in the arts 			(.06)	
Artistic Achievements Question 2	Response shows evidence of student's: <ul style="list-style-type: none"> • Artistic achievements • In- and out-of-school learning experiences/endeavors • Creativity • Innovation 			(.1)	

Criteria	Indicators	Score 1-5	Score %	Weight %	Comments
Passion and Growth Question 3	Response shows evidence of: <ul style="list-style-type: none"> The impact that the arts has had on the student artist What serves as their inspiration. 			(.06)	
Artistic Contributions Question 4	Response shows evidence of student's: <ul style="list-style-type: none"> Contributions to the school community Contribution to the larger community Collaboration 			(.1)	
Pursuit of Goals Question 5	Response shows evidence of student's: <ul style="list-style-type: none"> Interest and commitment to setting goals. Pursuit of artistic accomplishment. 			(.08)	

Criteria	Indicators	Score 1-5	Score %	Weight %	Comments
Artistic Excellence Submission 1	Student works exhibits evidence of: <ul style="list-style-type: none"> • Intent in concept development and use of media. • Authenticity and personal meaning. • Experimentation with media and/or performance. • Technical Competence and Skill with Materials and Media. • Professionalism in presentation. • Relevance to a wide audience (i.e., an audience outside the K-12 setting). 			(.2)	

Criteria	Indicators	Score 1-5	Score %	Weight %	Comments
Artistic Excellence Submission 2	Student works exhibits evidence of: <ul style="list-style-type: none"> • Intent in concept development and use of media. • Authenticity and personal meaning. • Experimentation with media and/or performance. • Technical Competence and Skill with Materials and Media. • Professionalism in presentation. • Relevance to a wide audience (i.e., an audience outside the K-12 setting). 			(.2)	

Criteria	Indicators	Score 1-5	Score %	Weight %	Comments
Artistic Excellence Submission 3	Student works exhibits evidence of: <ul style="list-style-type: none"> • Intent in concept development and use of media. • Authenticity and personal meaning. • Experimentation with media and/or performance. • Technical Competence and Skill with Materials and Media. • Professionalism in presentation. • Relevance to a wide audience (i.e., an audience outside the K-12 setting). 			(.2)	

Total Score	Overall Weighted Percent Score	Recommendation
		<input type="checkbox"/> Recommended as a presidential scholar in the arts. <input type="checkbox"/> Not recommended as a presidential scholar in the arts.

Note: The criteria and scoring guide have remained the same as past years. However, while all criteria are essential and need to be considered by the review committee, the totals for each criterion will be weighted based on the level of depth for each item. Some indicators call for more evidence and have a higher impact on the overall artistic identity of the individual being nominated. This includes artistic achievements, contributions to the greater community, and demonstrated artistic excellence through the three samples of work/performances (samples consist of 60% of the final score).