

Perpich Arts Integration Rubric: 2013

Apply to unit experienced by ALL students, integrating at least two content areas, including the arts

Criteria	Level 4	Level 3	Level 2	Level 1
Alignment	The benchmark, learning goal, assessment activity and evaluative criteria are clearly and succinctly aligned	The benchmark, learning goal, assessment activity and evaluative criteria are accurately aligned	The benchmark, learning goal, assessment activity and evaluative criteria are plausibly aligned, but not all elements and relationships are clear	The benchmark, learning goal, assessment activity and evaluative criteria are inaccurately aligned
Distribution of content areas	Learning in each content area is substantial	Learning in each content area is clearly represented	Learning in each content area is present	Learning in each content area is unevenly represented
Standards-based rigor	Learning goals are challenging.	Learning goals are adequately demanding for grade level work.	Learning goals are sometimes below grade-level expectations.	Learning goals are uniformly below grade level expectations.
Student-centered	Students make substantial choices about what they do.	Students make choices about what they do.	Students make minimal choices about what they do (primarily following directions or steps).	Students only need to follow teacher-designed directions or steps.
Authenticity	Authentic process(es)* from each content area is used to weave the content areas together, and for scaffolding student learning.	Authentic process(es) from at least one content area is the major framework for scaffolding student learning.	Authentic process(es) are used to scaffold some, but not all student learning.	Student learning is not scaffolded using authentic processes in any of the content areas.

Apply the criteria listed below comprehensively to the unit plan and collection of student work

Teacher intention for integration	Content areas are woven together to synthesize learning.	Each content area enhances learning in another content area.	One content area contributes to learning in another content area, but not vice versa.	The content areas are taught in a parallel fashion and do not contribute to learning in other content areas.
Student experience of	Elegant Fit: Learning activities provide highest support for	Augmenting Fit: Learning activities provide support for	Additive Fit: Learning activities provide moderate support for	Limited Fit: Learning activities provide limited support for

integration	students to make connections across content areas	students to make connections across content areas	students to make connections across content areas	students to make connections across content areas
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Note: This rubric may be used at any point in the process of arts integration: planning, implementation or reflection.

***Authentic Processes:** The sequence of actions adults take when they engage in professional activities in any discipline, e.g., researching, creating, performing, responding, problem solving, etc. Teachers can use these processes to help organize curriculum and instruction that involve real world problems and audiences for student learning.