



### Evaluation Rubric:

- ❖ identifies goals, objectives, and expectations
- ❖ records the completion of tasks, and measures qualitative standards
- ❖ provides an understanding, in advance, of how an evaluation will occur.

<i>Preparation</i>	>Day before tour, reviews plan and objective. > Keeps informed of gallery closures, and/or art work changes.	> Checks schedule for name of school and grade level.	> Day of tour: arrives by 9:30 am	> Presents a professional demeanor. >Wears appropriate attire.
<i>Introduction</i>	> Introduces self. >Welcomes group. >Inquires about the group.	> Takes charge of the group. > Discusses museum manners.	> Describes what will happen during the tour—length of time, where, why.	> Invites divergent thinking; no “wrong” answers.
<i>Big Idea</i>	> States BIG IDEA clearly to the students. (WHAT will be learned during the tour).	>BIG IDEA “Big Idea”, i.e., <i>How art looks and why it looks that way.</i>	>Maintains the BIG IDEA throughout the tour.	> Overall BIG IDEA is age level and knowledge appropriate.
<i>Theme</i>	> THEME maps out HOW students will learn, i.e., lines, shapes, colors, textures, composition perspective, etc.	>THEME supports the “Big Idea”, i.e., <i>How art looks and why it looks that way.</i>	>THEME is carried throughout the tour and changes with each artwork.	> THEME is age level and knowledge appropriate.
<i>Artworks Selected</i>	> Chooses appropriate number and variety of artworks. Are VAPA standard appropriate	> Artwork relates to the touring plan and interrelates with other works to further define the Big Idea .	> Provides accurate information about the artist.	> Provides accurate information about the artwork.
<i>Teaching Techniques</i>	> Asks “open-ended” questions. >Addresses different learning styles. >Invites divergent thinking.	> Uses wait time. > Listens to questions and remarks. > Credits answers. >Effectively handles all answers.	>Faces the students not the artwork. > Balances accurate information and questions.	> Avoids lecturing. >Uses suitable vocabulary for the age group. >Defines vocabulary.
<i>Transitions</i>	>Clear and effective. >Relates to the objects and concepts.	>Helps tie the tour together. >Gives direction throughout the tour.	>Uses transitions from artwork to artwork. > Uses transitions from station to station.	> Quickly wraps up and moves when asked.
<i>Conclusion</i>	>Summarizes what was learned.	> Restates Big Idea (WHAT was learned). >Restates Theme (HOW Big Idea was learned)	>Asks WHAT was remembered. >Asks HOW it was remembered.	> Thanks students for participating >Invites students to return.