



Arizona State Board for Charter Schools

Arizona Online Instruction Scoring Rubric

| Section 1: Introduction | Not Met | Partially Met | Met |
|---|--|--|---|
| Needs Analysis | The introduction does not provide a need or interest of the model for the selected community/population to be served. The introduction did not include a description of the community, or the target population, or an explanation of how the selected community/target population will benefit from the AOI School/Program. | On a limited basis, the introduction provides the need or interest of the model for the selected community/population to be served. The introduction included a limited description of the community or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program. | The introduction fully describes the need or interest of the proposed model for the selected community/population to be served and includes a description of the community, or the target population, and explanation of how the selected community/target population will benefit from the AOI School/Program. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Educational Philosophy | The introduction does not provide a description of the principles or concepts fundamental to the proposed school/program's instructional strategies. | On a limited basis, the introduction provides a description of the principles or concepts fundamental to the proposed school/program's instructional strategies. | The introduction fully describes the principles or concepts fundamental to the proposed school/program's instructional strategies. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Summary of Instructional Program | The introduction does not provide a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements. | On a limited basis, the introduction provides a description of the design of courses, delivery methods, and inclusion of course offerings beyond core requirements. | The introduction fully describes the design of courses, delivery methods, and inclusion of course offerings beyond core requirements. |
| Comments: | | | |
| | 1 | 0 | 0 |
| Implementation | The introduction does not provide a description of how the AOI School/Program will/will not be integrated within the current school system. | On a limited basis, the introduction provides a description of how the AOI School/Program will/will not be integrated within the current school system. | The introduction fully describes how the AOI School/Program will/will not be integrated within the current school system. |
| Comments: | | | |
| | 0 | 0 | 1 |

| | | | |
|------------------------------------|--|--|--|
| Leadership | The introduction does not provide a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program. | On a limited basis, the introduction provides a description of the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program. | The introduction fully describes the roles, responsibilities and experience of those that oversee the development, implementation, assessment, and accountability of the program. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Accessibility | The introduction does not provide a description of the accessibility of courses and any limitations in access for the target population. The technology requirements the student will need to access courses including bandwidth requirements were not included. | On a limited basis, the introduction provides a description of the accessibility of courses and any limitations in access for the target population. A limited description of technology requirements the student will need to access courses including bandwidth requirements were included. | The introduction fully describes the accessibility of courses and any limitations in access for the target population. Specific technology requirements that the student will need to access courses including bandwidth requirements were included. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Enrollment | The introduction does not provide a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included. | On a limited basis, the introduction provides a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was not included or addressed on a limited basis. | The introduction fully describes a description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of the monitoring process to ensure students concurrently enrolled in AOI and another school share apportionment of no more than 1.0 was fully described. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 1: Totals (7 items) | 1 | 0 | 6 |

| Section 2: Curriculum Choices | Not Met | Partially Met | Met |
|--|--|--|--|
| The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements (based on cohort year) for the identified student population. | The narrative does not describe a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements. | | The narrative fully describes a comprehensive academic program that provides the minimum course of study and competency requirements for K-8 or high school graduation requirements. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only. | The narrative does not describe concurrent, dual, Honors, or AP credit. | | The narrative describes a program of study for concurrent, dual, Honors, or AP credit. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The course offerings/content prepare students for post-secondary success in the world of work, technical school or college. Note: Required for high schools only. | The narrative does not describe how course offerings/content prepare students for post-secondary success in the world of work, technical school or college. | On a limited basis, the narrative references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college. | The narrative describes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught. | The narrative does not describe a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught. | On a limited basis, the narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document failed to address two or more of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught. | The narrative describes a selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Content Area/Grade Level, Course Description, Strand/Concepts taught, educational methodologies, and evidence of mastery for each course taught. |
| Comments: | | | |

| | | | |
|---|----------|----------|----------|
| | 0 | 0 | 1 |
| Section 2: Totals (4 items) | 0 | 0 | 4 |
| **A list of course offering with descriptions must be included as an appendix.** | | | |

| Section 3: Educational Methodologies | Not Met | Partially Met | Met |
|---|--|--|---|
| The AOI School/Program's educational methodology includes computer assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher. | The narrative does not describe any educational methodologies. | On a limited basis (four or less methods), the narrative describes educational methodologies. | The narrative fully describes five or more educational methodologies. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Specific examples of how the needs of different learning styles (visual, auditory, and kinesthetic) will be met through online learning is identified. | The narrative does not describe how learning style needs will be met through online learning. | On a limited basis, the narrative describes how learning style needs will be met through online learning. | The narrative fully describes how learning style needs will be met through online learning. |
| Comments: | | | |
| | 0 | 0 | 1 |
| A detailed explanation of the types of modifications which can be made within the course management systems to support individual student needs is provided. | The narrative does not describe the modifications that are available to meet individual student needs. | On a limited basis, the narrative describes the modifications that are available to meet individual student needs. | The narrative fully describes the modifications that are available to meet individual student needs. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Support through both synchronous and asynchronous methods is available to AOI students. | The narrative does not identify synchronous or asynchronous methods to support students. | On a limited basis, the narrative identifies synchronous and/or asynchronous methods to support students. | The narrative fully identified both synchronous and asynchronous methods available to support students. |
| Comments: | | | |
| Identify at least three "best practices" in online instruction and explain how this practice will be implemented. | The narrative does not identify implementation plans for online "best practices". | On a limited basis, the narrative identifies implementation plans for online "best practices". | The narrative fully identifies implementation plans for online "best practices". |

| | | | |
|------------------------------------|----------|----------|----------|
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 3: Totals (4 items) | 0 | 0 | 4 |

| Section 4: Safeguards | Not Met | Partially Met | Met |
|---|---|--|--|
| The provisions of the Learning Management Systems (LMS) and Content Delivery Systems (CDS) to ensure user security through password protected access are described. | The narrative does not identify password protection provisions. | | The narrative identifies password protection provisions. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The processes to select, screen, and maintain Internet links within the course management system are identified whether handled at the vendor, school level, or both. | The narrative does not identify any processes to select, screen, and maintain Internal links. | On a limited basis, the narrative identifies processes to select, screen, and maintain Internal links. | The narrative fully identifies processes to select, screen, and maintain Internal links. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The process for students to report technical issues is identified. | The narrative does not identify the process for students to report technical issues. | On a limited basis, the narrative identifies the process for students to report technical issues. | The narrative fully identified the process for students to report technical issues. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 4: Totals (3 items) | 0 | 0 | 3 |

| Section 5: Safe Research | Not Met | Partially Met | Met |
|---|---|--|--|
| The process to teach Internet Safety to students is identified and explained. | The narrative does not identify the process to teach Internet Safety. | On a limited basis, the narrative identifies the process to teach Internet Safety. | The narrative fully explains the process to teach Internet Safety. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Identify the process and resources available to support any research, which requires a student to research outside of the course management system. | The narrative does not identify the process or resources available to support research. | On a limited basis, the narrative identifies the process and/or resources available to support research. | The narrative fully identifies |
| Comments: | | | |
| | 0 | 0 | 0 |
| Section 5: Totals (2 Items) | 0 | 0 | 1 |

| Section 6: Confidentiality | Not Met | Partially Met | Met |
|--|--|--|--|
| The AOI School/Program has an internal email communication system available within the CDS that is only available to the student and any staff, parent, guardian or other stakeholder that plays an integral part in monitoring and supporting the success of the student. | The narrative does not identify an internal email communication system. | On a limited basis, the narratives identified an internal email system. | The narrative fully identifies the provisions of an internal email system. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The school has the capacity to secure and log key communication between staff, students, and parents (such as instruction and student progress). | The narrative does not address security or logging of key communication. | On a limited basis, the school has the capacity to secure and log key communication. | The school has the full capacity to secure and log key communication. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 6: Totals (2 items) | 0 | 0 | 2 |

| Section 7: Teacher Selection and Training | Not Met | Partially Met | Met |
|--|---|--|--|
| The AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment. | The narrative does not describe a system of ongoing professional development and monitoring for teachers. | On a limited basis, the narrative describes a system of ongoing professional development and monitoring for teachers. | The narrative fully describes an established a system of ongoing professional development and monitoring for teachers. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Teachers are required to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success. | The narrative does not describe how teachers are required to exhibit competency in the use of the LMS. | On a limited basis, the narrative describes how teachers are required to exhibit competency in the use of the LMS. | The narrative fully describes how teachers are required to exhibit competency in the use of the LMS. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders (fingerprints, AFPA, attestation, etc.). | The narrative does not identify a plan for ensuring how teachers are required to be highly qualified. | On a limited basis, the narrative identifies a plan for ensuring each teacher of record is highly qualified in the content area. | The narrative fully identifies a plan for ensuring each teacher of record is highly qualified in the content area. |
| Comments: | | | |
| | 0 | 1 | 0 |
| Section 7: Totals (3 items) | 0 | 1 | 2 |

| Section 8: Community Partnerships | Not Met | Partially Met | Met |
|--|--|---|--|
| Community partnerships encompass the goals of post secondary transition by fostering partnerships with universities, community colleges, and vocational/technical schools. Note: Not required for Kindergarten through 8th grade | The narrative does not describe any community partnerships. | On a limited basis, the narrative describes planned and established community partnerships. | The narrative fully describes planned and established community partnerships. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Community partnerships have been planned or established with private business, career track organizations, and community organizations have been established. | The narrative does not describe any partnerships. | On a limited basis, the narrative describes planned and established partnerships. | The narrative fully describes planned and established partnerships. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Partnerships will enhance the school experience for AOI students. | The narrative does not describe how partnerships will enhance the school experience. | On a limited basis, the narrative describes partnerships. | The narrative fully describes how partnerships will enhance the school experience. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 8: Totals (3 items) | 0 | 0 | 3 |

| Section 9: Disabled Services | Not Met | Partially Met | Met |
|--|--|---|--|
| The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA) for students with varying disability categories. | The narrative does not describe an identification process for special education students and does not describe how they meet the requirements of the Individuals with Disabilities Act (IDEA). | On a limited basis, the narrative describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA) on a limited basis. | The narrative fully describes an identification process for special education students and meets the requirements of the Individuals with Disabilities Act (IDEA). |
| Comments: | | | |
| | 0 | 0 | 1 |
| The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students with varying disability categories. | The narrative does not describe how the content and the content delivery system can be modified. | On a limited basis, the narrative describes how the content and the content delivery system can be modified. | The narrative fully describes how the content and the content delivery system can be modified. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Identified students of varying disabilities will receive onsite support when appropriate. | The narrative does not describe how students with varying disabilities are identified to receive onsite support, when appropriate, as described. | On a limited basis, the narrative describes how identified students with varying disabilities will receive limited onsite support, when appropriate. | The narrative fully describes how students with varying disabilities will receive onsite support, when appropriate. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 9 Totals (3 items) | 0 | 0 | 3 |

| Section 10: Policies and Procedures | Not Met | Partially Met | Met |
|--|--|--|--|
| Policies and procedures establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program. | The narrative does not describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue. | On a limited basis, the narrative describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue. | The narrative fully describes an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The AOI School/Program will ensure/monitor student progress for at least one year's growth annually. | The narrative does not describe a process to ensure/monitor student progress for at least one year's growth annually. | On a limited basis, the narrative describes a process to ensure/monitor student progress for at least one year's growth annually. | The narrative fully describes a process to ensure/monitor student progress for at least one year's growth annually. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Courses offered exhibit formative assessment of student competency. | The narrative does not describe how courses offered will exhibit formative assessment of student competency. | On a limited basis, the narrative describes how courses offered exhibit formative assessment of student competency. | The narrative fully describes an assessment plan that provides for formative assessment of student competency. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering. | The narrative does not describe a process to ensure academic integrity for exit outcomes for each course/grade offering. | On a limited basis, the narrative describes a process to ensure academic integrity for exit outcomes for each course/grade offering. | The narrative fully describes a process to ensure academic integrity for exit outcomes for each course/grade offering. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Section 10 Totals (4 items) | 0 | 0 | 4 |

| Demonstration 1- Learning Management System | Not Met | Partially Met | Met |
|--|--|--|---|
| The School demonstrated this selected LMS showing: Secure login process and password protection, secure email system, tutoring (virtual or on-site), and technology help desk process. | The demonstration did not show all required components. | | The demonstration showed all required components. |
| | 0 | 1 | 0 |
| The School is able to demonstrate selected items from the Curriculum Planning Document. | The demonstration did not show the selected items from the Curriculum Planning Document. | The demonstration showed some of the selected items from the Curriculum Planning Document. | The demonstration showed all selected items from the Curriculum Planning Document. |
| Comments: | | | |
| | 0 | 1 | 0 |
| The School demonstrated the types of modifications which can be made within the course management systems to support individual student needs. | The demonstration did not show how modifications are made. | | The demonstration showed how modifications are made. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The School demonstrated both synchronous and asynchronous methods available to support AOI students. | The demonstration did not show synchronous and asynchronous methods available to support students. | | The demonstration showed both synchronous and asynchronous methods available to support students. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The School demonstrated at least three "best practices" in online instruction and explain how this practice will be implemented. | The demonstration did not show how online "best practices" will be implemented. | | The demonstration showed how online "best practices" will be implemented. |

| | | | |
|---|---|---|---|
| Comments: | | | |
| | 0 | 0 | 1 |
| Demonstration 1 Totals (5 items) | 0 | 2 | 3 |

| Demonstration 2 - Safe Research | Not Met | | Met |
|---|---|---|---|
| The School demonstrated and explained the process by which students will be taught Internet Safety. | The demonstration did not show how students will be taught Internet Safety. | | The demonstration showed how students will be taught Internet Safety. |
| Comments: | | | |
| | 0 | 0 | 1 |
| The School demonstrated and identified the process and resources available to support any research, when students are required to research outside of the course management system. | The demonstration did not show the process and resources available to support research. | | The demonstration showed the process and resources available to support research. |
| Comments: | | | |
| | 0 | 0 | 1 |
| Demonstration 2 Totals (2 items) | 0 | | 2 |

| Evaluation Criteria | Not Met | Partially Met | Met |
|---|----------------|----------------------|------------|
| Section 1: Introduction | 1 | 0 | 6 |
| Section 2: Curriculum Choices | 0 | 0 | 4 |
| Section 3: Educational Methodologies | 0 | 0 | 4 |
| Section 4: Safeguards | 0 | 0 | 3 |
| Section 5: Safe Research | 0 | 0 | 1 |
| Section 6: Confidentiality | 0 | 0 | 2 |
| Section 7: Teacher Selection & Training | 0 | 1 | 2 |
| Section 8: Community Partnerships | 0 | 0 | 3 |
| Section 9: Disabled Services | 0 | 0 | 3 |
| Section 10: Policies and Procedures | 0 | 0 | 4 |
| Demonstration 1- LMS | 0 | 2 | 3 |
| Demonstration 2 - Safe Research | 0 | 0 | 2 |
| Totals | 1 | 3 | 37 |

| | | |
|-----------------------|-----------|--|
| Total Number of Items | 41 | <i>Unless an item was purposely skipped, this should be 42</i> |
|-----------------------|-----------|--|

| | | |
|---------------|------------------------|----------------------------------|
| 90.24% | % of criteria at "Met" | <i>To pass, this must be 95%</i> |
|---------------|------------------------|----------------------------------|

| | | |
|--|---|---|
| | Sections with more than one score of "Not Met" or "Partially Met" | <i>To pass, this cannot be greater than 1</i> |
|--|---|---|

| | | |
|----------|----------------------------------|---|
| 1 | Total number of "Not Met" scores | <i>To pass, this cannot be greater than 1</i> |
|----------|----------------------------------|---|