## Rubric

	0	1	2	3
Section 1: Introduction	F	A	M	Е
Needs Analysis	The introduction does	The introduction	The introduction	The introduction provides a
	not provide an	provides a limited	provides an explanation	detailed explanation of the need
	explanation of the need	explanation of the need	of the need or interest	or interest for the proposed
	or interest for the	or interest for the	for the proposed	school's/program's model for the
	proposed	proposed	school's/program's	selected community/population to
	school's/program's	school's/program's	model for the selected	be served and includes a
	model for the selected	model for the selected	community/population	detailed description of the
	community/population	community/population to	to be served and	community or the target
	to be served. The		includes a description	population, and explanation of
	introduction did not	introduction included a	of the community or the	how the selected
	include a description of	limited description of the	target population, and	community/target population will
	the community or the	community or the target	explanation of how the	benefit from the School/Program.
	target population, or an		selected	
		explanation of how the	community/target	
	selected	selected	population will benefit	
	community/target	community/target	from the	
	population will benefit		School/Program.	
	from the	from the		
	School/Program.	School/Program.		
Educational Philosophy	The introduction does	The introduction	The introduction	The introduction provides a
	not provide a	provides a limited	provides a description	detailed description of the
	description of the		of the principles or	principles or concepts
	principles or concepts	principles or concepts	concepts fundamental	fundamental to the proposed
	fundamental to the	fundamental to the	to the proposed	school's/program's instructional
	proposed	proposed	school's/program's	strategies.
	school's/program's	. •	instructional strategies.	
	instructional strategies.	instructional strategies.		
Summary of Instructional Program	The introduction does	The introduction	The introduction	The introduction provides a
Summary of instructional Program	not provide a		provides a description	detailed description of the design
	description of the	description of the design		of courses, delivery methods,
	· -		courses, delivery	and inclusion of course offerings
	delivery methods, and		-	beyond core requirements.
	inclusion of course		of course offerings	beyond core requirements.
		•	beyond core	
	requirements.	requirements.	requirements.	
Implementation	The introduction does	The introduction	The introduction	The introduction provides a
	not provide a	provides a limited	provides a description	detailed description of how the
		•	of how the AOI	AOI School/Program will be
	AOI School/Program	AOI School/Program will		integrated within the current
	will be integrated within		integrated within the	school system.
	the current school	current school system.	current school system.	
	system.			
	1-7			<u> </u>

Governance and Leadership	description of the roles, responsibilities and experience requirements of those that oversee the development, implementation, assessment, and accountability of the	The introduction provides a limited description of the roles, responsibilities and experience requirements of those that oversee the development, implementation, assessment, and accountability of the program.	requirements of those	The introduction provides a detailed of description of the roles, responsibilities and experience requirements of those that oversee the development, implementation, assessment, and accountability of the program.
Accessibility	The introduction does not provide a description of the accessibility of AOI courses and any limitations in access for the target population. The technology requirements the student will need to access AOI courses including bandwidth requirements were not included.	The introduction provides a limited description of the accessibility of AOI courses and any	The introduction provides a description of the accessibility of AOI courses and any	The introduction provides a detailed description of the accessibility of AOI courses and any limitations in access for the target population. Specifc technology requirements the student will need to access AOI courses including bandwidth requirements are detailed.
Enrollment	description of what measures will be taken to ensure all enrolled students reside in Arizona. A description of how the AOI school/program will monitor students concurrently enrolled in AOI and another school and what the AOI school/program will do to ensure a shared apportionment of no more than 1.0 was not	-	be taken to ensure all enrolled students reside in Arizona and describes how the AOI school/program will monitor students concurrently enrolled in AOI and another school	The introduction provides a detailed description of what measures will be taken to ensure all enrolled students reside in Arizona and a detailed description of how the AOI school/program will monitor students concurrently enrolled in AOI and another school and what the AOI school/program will do to ensure a shared apportionment of no more than 1.0.
	0	1	2	3

Section 2: Curriculum Choices	F	A	M	Е
The AOI School/Program offers a comprehensive academic program that provides the minimum course of study and competency requirements and graduation from high school, based on their current cohort year requirements. Note: Reference to graduation and cohort year applies to high schools only.	The narrative does not describe how the AOI School/Program will offer a comprehensive academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	The narrative describes on a limited basis how the AOI School/Program will offer an academic program that provides the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.	School/Program offers	The AOI School/Program offers a detailed comprehensive academic program that provides beyond the minimum course of study and competency requirements for graduation from high school, based on their current cohort year requirements.
Comments:				
The AOI School/Program offers a variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.		The narrative describes an AOI School/Program which offers a limited number of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.	•	The AOI School/Program offers a wide variety of comprehensive courses to meet the minimum course of study prescribed by the State Board of Education for the identified student population.
Comments:				
The AOI School/Program offer concurrent, dual, Honors, or AP credit. Note: Required for high schools only.	The narrative does not describe how the AOI School/Program will offer concurrent, dual, Honors, or AP credit.	The narrative describes the AOI School/Program which offers a limited number of concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a number of courses/program of study for concurrent, dual, Honors, or AP credit.	The AOI School/Program offers a variety of concurrent, dual, Honors, or AP credit.
Comments:				
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 provided prepare students for post-secondary success in the world of work, technical school or college.	The narrative vaguely references how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative descirbes how the course offerings/content available prepares students for post-secondary success in the world of work, technical school or college.	The narrative provides a detailed description of how course offerings/content will prepare students for post-secondary success in the world of work, technical school or college.
Comments:				

The AOI School/Program offers curriculum aligned to Arizona's Academic K-12 Standards as demonstrated by a curriculum planning document. Document must include: Course Topics, Objectives, Activities, and Alignment to Academic K-12 Standards.	The narrative does not describe how the AOI School/Program 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: Course Topics, Objectives, Activities, and Alignment to Academic K-12 Standards for each course offered.	School/Program selected or developed a curriculum aligned to Arizona's Academic K- 12 Standards. The curriculum planning document failed to address all of the following: Course Topics, Objectives, Activities, and Alignment to Academic K-12 Standards for each	how the AOI School/Program selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning	The narrative describes in detail how the AOI School/Program selected or developed a curriculum aligned to Arizona's Academic K-12 Standards. The curriculum planning document addresses all of the following: Course Topics, Objectives, Activities, and Alignment to Academic K-12 Standards for each course offered.
Comments:				
**A list of course offering with descriptions must l	1	**		
	0	1	2	3
Section 3: Educational Methodologies	F	A	M	E
The AOI program's educational methodology	The narrative does not	The narrative describes		The AOI program's educational
,	describe how the AOI	. 0	educational	methodology includes 6 or more
virtual classrooms, virtual laboratories,	program's educational			of the following: computer
electronic field trips, electronic mail, virtual	methodology include 4	0,	or more of the	assisted learning systems, virtual
tutoring, online help desk, group chat	or more of the	or more of the following:		classrooms, virtual laboratories,
sessions and non-computer based activities	following: computer	computer assisted	assisted learning	electronic field trips, electronic
teacher.	assisted learning systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and noncomputer based activities performed under the direction of a certificated teacher.	laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and non- computer based activities performed	systems, virtual classrooms, virtual laboratories, electronic field trips, electronic mail, virtual tutoring, online help desk, group chat sessions and noncomputer based activities performed under the direction of a certificated teacher.	mail, virtual tutoring, online help desk, group chat sessions and non-computer based activities performed under the direction of a certificated teacher.
Comments:	The manuation date of	The manuather was and	Mariana la arrela arreta la c	Various logramina et des ess
Various learning styles are addressed in the delivery methods.	The narrative does not describe how various learning styles are addressed in the delivery methods.	The narrative vaguely describes various learning styles which are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods.	Various learning styles are addressed in the delivery methods in specific detail.
Comments:				

Modifications to content delivery by course or by lesson can be made.  Comments:	delivery by course or by	modifications to content delivery by course or by	content delivery by course or by lesson can	The narrative describes how modifications to content delivery by course or by lesson can be made easily and quickly.
Methods provide synchronous and asynchronous support to AOI students.	The narrative does not describe how methods provide synchronous and asynchronous support to AOI students.	methods which provide either synchronous or	Methods provide synchronous and asynchronous support to AOI students.	Methods provide synchronous and asynchronous support to AOI students, with detail and easy access.
Comments:  Learner support systems with methods of communication are included.	The narrative does not describe how learner support systems with methods of communication are included.	The narrative describes on a limited basis, learner support systems with methods of communication.	Learner support systems with methods of communication are included.	Learner support systems with methods of communication are included and exceed expectations.
Comments:  Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	The narrative does not describe how selected methodologies are included to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	selected methodologies which are included but are limited to exhibit knowledge of current online delivery best	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.
Comments:				
Section 4: Safeguards	0 F	1	2 M	3 E
The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems	Systems (LMS) and Content Delivery Systems (CDS) that ensure user security	The provision of Learning Management Systems (LMS) and Content Delivery	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.

Comments:				
The type and quantity of external links used in the course content are described, if external links are required as part of the content delivery and student learning process and how links are chosen, screened, and updated to ensure adequate protection.	state whether external links are required as part of the content delivery and student learning process or if use is stated, does not discuss how links are	The narrative states whether external links are required as part of the content delivery and student learning process and provides a limited description of how links are chosen, screened, and updated to ensure adequate protection.	student learning process and provides a	The narrative states whether external links are required as part of the content delivery and student learning process and provides a detailed description of how links are chosen, screened, and updated to ensure adequate protection.
Comments:				
A means for students to identify and report problems with external links.	The narrative does not describe a means for students to identify and report problems with external links.	The narrative describes a means for students to identify and report problems with external links is included but limited in scope.	A means for students to identify and report problems with external links is inlouded.	A means for students to identify and report problems with external links is included and exceeds expectations.
Comments:				
	0	1	2	3
Section 5: Safe Research	F	A	M	E
The AOI School/Program identifies safe research practices for the student	The narrative does not describe how the AOI	The narrative describes the AOI School/Program	The AOI	The AOI School/Program identifies in detail, appropriate,
	School/Program identifies safe research practices for the student.	which identifies in limited detail safe research practices for the student.	identifies safe research practices for the student.	safe research practices for the student.
Comments:	identifies safe research practices for the	which identifies in limited detail safe research practices for	identifies safe research practices for the	safe research practices for the
research requirements included in the course content and course requirements.	identifies safe research practices for the student.  The narrative does not describe how the AOI	which identifies in limited detail safe research practices for the student.  The narrative describes the AOI School/Program which makes limited	identifies safe research practices for the student.  The AOI School/Program	safe research practices for the
The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course	identifies safe research practices for the student.  The narrative does not describe how the AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course	which identifies in limited detail safe research practices for the student.  The narrative describes the AOI School/Program which makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course	identifies safe research practices for the student.  The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	The AOI School/Program provides a detailed description of various avenues available to AOI students to support research requirements included in the course content and course requirements.
The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course requirements.	identifies safe research practices for the student.  The narrative does not describe how the AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course	which identifies in limited detail safe research practices for the student.  The narrative describes the AOI School/Program which makes limited attempts at various avenues available to AOI students to support research requirements included in the course content and course	identifies safe research practices for the student.  The AOI School/Program makes various avenues available to AOI students to support research requirements included in the course content and course	The AOI School/Program provides a detailed description of various avenues available to AOI students to support research requirements included in the course content and course

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.  Comments:  Any communications between staff, student,	of the student.  The narrative does not	has a limited 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 describes	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.  Communications	The AOI School/Program describes in detail the 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.  Communications between staff,
and parents is logged and secure.  Comments:	describe how communications between staff, student, and parents is logged and/or secure.	communications between staff, student, and parents is on a limited basis logged and/or secure.	between staff, student, and parents is logged and/or secure.	student, and parents is logged and/or secure, as described in detail.
Comments.	0	1	2	3
Section 7: Teacher Selection and Training	F	A	M	E
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 how the AOI School/Program has established a system of ongoing professional development and monitoring for teachers in an online environment.	The narrative describes the AOI School/Program which has established a limited system of ongoing professional development and monitoring for teachers in an online environment.	The AOI School/Program has	The AOI School/Program has established a detailed system of ongoing professional development and monitoring for teachers in an online environment.
Comments:				

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 so that the technology itself does not interfere with the instructional process and create barriers to student academic success.	how teachers are required, on a limited basis, to exhibit competency in the use of the LMS so that the technology itself does not interfere with the instructional process	The narrative describes how 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 describes how teachers are required to fully exhibit competency in the use of the LMS in a detailed way so that the technology itself does not interfere with the instructional process and create barriers to student academic success.
Comments:				
Teachers will be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders.	The narrative does not state that teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter schools.	a limited plan for ensuring each teacher of record is highly qualified in the content area required as defined	a plan for ensuring each teacher of record is highly qualified in the content area required	The narrative describes a detailed plan for ensuring each teacher of record is highly qualified in the content area required as defined by No Child Left Behind (NCLB) for charter schools.
Comments:				
	0	1	2	3
Section 8: Community Partnerships	F	A	M	Е
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.	community partnerships or planned partnerships with	partnerships with universities, community colleges, and vocational/technical schools that encompass the goals of post secondary transition.	at least one established community partnership with universities, community colleges, and vocational/technical	partnerships with 2 or more universities, community colleges, and vocational/technical schools that encompass the goals of post secondary transition.
Comments:				

Community partnerships with private business, career track organizations, and community organizations have been established.	The narrative does not describe how partnerships with private business, carrer track organizations, or communtiy organizations have been established or plan to be established.	partnerships with private business, carrer track organizations, or communtiy organizations will be	partnerships with	The narrative describes how two or more partnerships with private business, carrer track organizations, or community organizations have been established.
Comments:				
Partnerships will enhance the school experience for AOI students.	The narrative does not describe how partnerships will enhance the school experience for AOI students as described or have not been described at all.	enhance the school experience for AOI students are minimally	The narrative describes how the established partnerships, as described, will enhance the school experience for AOI students.	The narrative describes how the the AOI school/program will document how the established partnerships, as described, will enhance the school experience for AOI students.
Comments:				
	0	1	2	3
Section 9: Disabled Services The AOI School/Program will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	Individuals with	how the AOI School/Program identifies special education students and will meet the requirements of the	M The AOI School/Program describes how it will identify special education students and meet the requirements of the Individuals with Disabilities Act (IDEA).	The AOI School/Program describes in detail how it will identify special education students and meets the requirements of the Individuals with Disabilities Act (IDEA).
Comments:				
The content and the content delivery system can be modified to meet the accommodation and modification requirements for identified students	describe how the	how the content and the content delivery system can be modified on a limited basis to meet the	how the content and the content delivery system can be modified	The narrative describes how the content and the content delivery system can be easily modified to meet the accommodation and modification requirements for identified students.
Comments:				

Identified students will receive onsite support when appropriate.	The narrative does not describe how students will receive onsite support, when appropriate.	limited onsite support,	The narrative describes how identified students will receive onsite support, when appropriate.	The narrative describes in detail how identified students will receive onsite support, when appropriate.
Comments:				
	0	1	2	3
Policies and Procedures  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.	F The narrative does not describe policies and procedures which 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 describes policies and procedures which, on a limited basis, establish a process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	M Policies and procedures describe an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program.	E Policies and procedures for an established process for evaluating whether a pupil with declining academic achievement should be allowed to continue to participate in the AOI School/Program are described in detail.
Comments: The AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative does not describe how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The narrative describes vaguely how the AOI School/Program will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes how it will ensure/monitor student progress for at least one year's growth annually.	The AOI School/Program, describes, in detail, how it will ensure/monitor student progress for at least one year's growth annually.
Comments:				
Courses offered exhibit formative assessment of student competency.	The narrative does not describe how courses offered will exhibit formative assessment of student competency.	formative assessment	that provides for formative assessment	The narrative describes a deatiled assessment plan that provides for formative assessment of student competency.
Comments:				
The AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.  Comments:	The narrative does not describe how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	School/Program will on a limited basis ensure academic integrity for exit outcomes for each	The narrative describes how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.	The narrative provides a detailed description of how the AOI School/Program will ensure academic integrity for exit outcomes for each course/grade offering.
Communic.	<u> </u>	ļ	<u> </u>	

	0	1	2	3
Demonstration 1- Educational Methodologies	F	A	M	Е
The AOI program's educational methodology	The narrative does not	The narrative describes	The AOI program's	The AOI program's educational
includes:	describe how the AOI	how the AOI program's	educational	methodology includes 6 or more
-computer assisted learning systems,	program's educational	educational	methodology includes 5	of the following: computer
-virtual classrooms,	methodology include 4	methodology includes 4	or more of the	assisted learning systems, virtual
-virtual laboratories,	or more of the	or more of the following:	following: computer	classrooms, virtual laboratories,
-electronic field trips,	following: computer	computer assisted	assisted learning	electronic field trips, electronic
-electronic mail, virtual tutoring,	assisted learning	learning systems, virtual	systems, virtual	mail, virtual tutoring, online help
online help desk,	systems, virtual	classrooms, virtual	classrooms, virtual	desk, group chat sessions and
-group chat sessions,	classrooms, virtual	laboratories, electronic	laboratories, electronic	non-computer based activities
-non-computer based activities.	laboratories, electronic	field trips, electronic	field trips, electronic	performed under the direction of
	field trips, electronic	mail, virtual tutoring,	mail, virtual tutoring,	a certificated teacher, as seen
	mail, virtual tutoring,	online help desk, group	online help desk, group	through the demonstration.
	online help desk, group	chat sessions and non-	chat sessions and non-	
	chat sessions and non-	computer based	computer based	
	computer based	activities performed	activities performed	
	activities performed	under the direction of a	under the direction of a	
	under the direction of a	certificated teacher, as	certificated teacher, as	
	certificated teacher, as	seen through the	seen through the	
	seen through the	demonstration.	demonstration.	
	demonstration.			
Comments:				
The various learning styles are addressed in	Various learning styles	Various learning styles	Various learning styles	Various learning styles are
the delivery methods.	are not addressed in	are vaguely addressed	are addressed in the	addressed in the delivery
	the delivery methods,	in the delivery methods,	delivery methods, as	methods in specific detail, as
	as seem through the	as seen through the	seen through the	seen through the demonstration.
	demonstration.	demonstration.	demonstration.	
Comments:				
11	Modifications to content			Modifications to content delivery
by lesson can be made.				by course or by lesson can be
	lesson can not be	lesson can be made on	lesson can be made, as	made easily and quickly, as seen
	made, as seen throught	a limited basis, as seen	seen through the	through the demonstration.
	the demonstration.	through the	demonstration.	
		demonstration		
Comments:				
Methods provide synchronous and	Methods do not provide	•	Methods provide	Methods provide synchronous
asynchronous support to AOI students.	synchronous and	synchronous or	synchronous and	and asynchronous support to
	asynchronous support	asynchronous support	asynchronous support	AOI students, with detail and
	to AOI studentsm, as		to AOI students, as	easy access, as seen through
	seen through the	both, as seen through	seen through the	the demonstration.
	demonstration.	the demonstration.	demonstration.	
Comments:				

Learner support systems with methods of communication are included.	Learner support systems with methods of communication are not included, as seen through the demonstration.	of communication are included but are limited,	Learner support systems with methods of communication are included, as seen through the demonstration.	Learner support systems with methods of communication are included and exceed expectations, as seen through the demonstration.
Comments:				
Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices.	online delivery best	are included but are limited to exhibit knowledge of current online delivery best	Selected methodologies exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.	Selected methodologies are explained in detail to exhibit knowledge of current online delivery best practices and the ability to implement and evaluate these practices, as seen through the demonstration.
Comments:				
	0	1	2	3
Demonstration 2 - Safeguards	F	A	M	E
The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The narrative does not describe the provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access.	Systems (CDS) that ensure user security	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described.	The provision of Learning Management Systems (LMS) and Content Delivery Systems (CDS) that ensure user security through password protected access are described in detail.
Comments:				

links are required as part of the content delivery and student learning process, and	of external links used in the course content are not seen through the demonstration, if external links are required as part of the content delivery and student learning process, and/or how	the course content are seen on a limited basis through the demonstration, if external links are required as part of the content delivery and student learning process, and/or how links are chosen, screened, and updated	of external links used in the course content are seen through the demonstration, if external links are required as part of the content delivery and student learning process, and how links are chosen, screened, and updated to ensure adequate protection are seen through the	The type and quantity of external links used in the course content are seen in detail through the demonstration, if external links are required as part of the content delivery and student learning process, as well as how links are chosen, screened, and updated to ensure adequate protection.
Comments:				
A means for students to identify and report problems with external links.	A means for students to identify and report problems with external links is not seen through the demonstration.	identify and report problems with external links is seen through the	identify and report problems with external	A means for students to identify and report problems with external links is included and exceeds expectations, is seen through the demonstartion.
Comments:				
	0	1	2	3
Demonstration 3 - Safe Research	F	A A O	M M	E
The AOI School/Program identifies safe research practices for the student.	The AOI school/program does not identify safe research practices for the student, as seen through the	for the student, as seen	practices for the student, as seen	The AOI school/program identifies in detail, appropriate, safe research practices for the student, as seen through the demonstration.
	demonstration.	demonstration.	through the demonstration.	
Comments:	_	•	_	

	0	1	2	3
Demonstration 4 - Confidentiality	F	A	M	Е
The AOI School/Program has an internal	The AOI	The AOI	The AOI	The AOI School/Program
email communication system available within	School/Program does	School/Program has a	School/Program has an	describes in detail the internal
the CDS that is only available to the student	not have an internal	limited internal email	internal email	email communication system
and any staff, parent, guardian or other	email communication	communication system	communication system	available within the CDS that is
stakeholder that plays an integral part in	system available within	available within the CDS		only available to the student and
monitoring and supporting the success of the	the CDS that is only	•	CDS that is only	any staff, parent, guardian or
student.		,		other stakeholder that plays an
	and any staff, parent,		and any staff, parent,	integral part in monitoring and
	guardian or other	or other stakeholder that	•	supporting the success of the
	stakeholder that plays			student, as seen through the
	an integral part in		an integral part in	demonstration.
	monitoring and supporting the success		monitoring and supporting the success	
		through the	of the student, as seen	
	through the	demonstration.	through the	
	demonstration.	demonstration.	demonstration.	
	domonotration.		domonotration.	
Comments:				
Any communications between staff, student,	Communications	Communications	Communications	Communications between staff,
and parents is logged and secure.	between staff, student,	between staff, student,	between staff, student,	student, and parents is logged
	and parents is not	and parents is on a	and parents is logged	and/or secure, as described in
	logged and/or secure,	limited basis logged	and/or secure, as seen	detail, as seen through the
	as seen through the	and/or secure, as seen	through the	demonstration.
	demonstration.	through the	demonstration.	
Commente		demonstration.		
Comments:	0	1	2	3
Demonstration 5 - Teacher Selection and Training		A	M	E
Demonstration of Teacher Sciences and Training	•	11	111	L
The AOI School/Program has established a	The AOI	The narrative describes	The AOI	The AOI School/Program has
system of ongoing professional development	School/Program has	how the AOI	School/Program has	established a detailed system of
and monitoring for teachers in an online	established a system of	School/Program has on	established a system of	ongoing professional
environment.	ongoing professional		ongoing professional	development and monitoring for
	development and	established a system of		teachers in an online
	monitoring for teachers	0 0.	•	environment, as seen through
	in an online	•		the demonstration.
	environment, as seen	monitoring for teachers	environment, as seen	
	through the		through the	
	demonstration.	environment, as seen	demonstration.	
		through the		
Commenter		demonstration.		
Comments:				

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.	Teachers are not 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, as seen through the demonstration.	the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student academic success, as seen through the	in the use of the LMS so that the technology itself does not interfere with the instructional process and create barriers to student	Teachers are required in detail 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, as seen through the demonstration, as seen through the demonstration.
Comments:	Togebore are not	The description	The description	The description identifies in
Teachers will be minimally highly qualified as defined by NCLB for charter holders and must also be appropriately certified for school districts.	Teachers are not required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.	limited detail, as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind	required to be minimally highly qualified as defined by No Child Left	The description identifies in specific detail as to how teachers are required to be minimally highly qualified as defined by No Child Left Behind (NCLB) for charter holders, as seen through the demonstration.
Comments:				