

**Arts Teachers Leading Achievement & Success Project  
(Project ATLAS)**

Performance Based Content Test: ATLAS Teachers' Online Digital Portfolios  
Analytic Rubric Scoring guide

**Scoring Directions and Comments:**

- This rubric is to be used with the ATLAS Teachers' Online Bulb Assessments.
- All scoring is done *within* each item. Please score each item number on the ATLAS Teachers' Online Bulb Assessment using its corresponding item number on this ATLAS Analytic Rubric Scoring Guide.
- **\*\*\***Please refer to the end of this document on specific comments related to language within levels for some of the items

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Construct	Level 4	Level 3	Level 2	Level 1
1. Multimedia for documentation	The online portfolio demonstrates the teacher's proficiency in manipulating multiple forms of digital media, including text, images, sound, video to describe the story of the project and to provide evidence of students engagement in the unit inquiry and activities.	The online portfolio demonstrates the teacher's ability to manipulate multiple forms of digital media, including text, images, sound, video in order to describe the story of the project. The portfolio does not demonstrate the use of multiple forms of media to exemplify students' engagement in the unit.	The online portfolio demonstrates the teacher's attempt at incorporating at least one form of media in order to describe the story of the project. The portfolio does not demonstrate the use of media to show students engagement in the unit.	The online portfolio does not demonstrate the teacher's ability to use or manipulate multimedia. The online portfolio is largely text based.
2. Documentation depicts a range of	The online portfolio documents the variety	The online portfolio documents the variety of ways in which	The online portfolio	The online portfolio does

student work	of ways in which students responded to various aspects of the unit. Multiple student examples for high, average and low products are included in the documentation and are fully annotated/described.	students responded to various aspects of the unit. Student examples are provided but are not annotated or described.	minimally documents how students responded to various aspects of the unit, but a range of responses/artifacts is not presented.	not document student response to various aspects of the unit.
3. Inquiry Supports Big Ideas	The quality of the inquiry question framing the unit reflects a broad, big idea that supports the potential for critical thought.	The quality of the inquiry states a broad, big idea.	Quality of the inquiry question framing the unit does not reflect a broad, big idea that supports the potential for critical thought	Quality of the inquiry question does not reflect a broad, big idea: The inquiry is literal or concrete.
4. Inquiry supports student research to be a part of the curriculum	Student research deepened student engagement with the unit inquiry question. The evolving insights	Student research deepened their engagement with the unit inquiry and their evolving insights were documented in the portfolio.	Student research deepened their engagement with the inquiry and although they	Student research is general and focused on facts and

	students developed about the inquiry were documented in the portfolio. Student research opened up avenues for further inquiries, and these were reported in the documentation)		reported these insights once during the course of curriculum implementation, the evolution of their insights was not documented. .	figures. Research does not reflect the unit inquiry.
5. Inquiry supports students to engage in arts processes/research and interdisciplinary connections between the arts and academics	The inquiry supports interdisciplinary learning and the interdisciplinary nature of the inquiry is explained. The unit incorporates arts processes/research in order to enhance students' understanding and exploration of the inquiry question (s).	The unit inquiry supports interdisciplinary learning but it is implied and not specifically explained. The unit incorporates arts processes/research but does not explain how this enhances students' understanding and exploration of the inquiry questions.	Opportunities for interdisciplinary learning are implied but not specifically articulated, nor is there any explanation for how arts processes/research enhance students understanding of the inquiry	The stated inquiry does not facilitate interdisciplinary learning or the interdisciplinary learning is superficial, at a surface level.

			question.	
6. Evolution of curriculum	The teacher notes points of departure from the planned curriculum. The situation that prompted the modifications is described. The teacher provides insights as to how the inquiry questions sparked the modifications.	The teacher fully describes points of departure from the stated curriculum but does not provide a rationale for those changes nor insights into how the inquiry questions sparked the modifications.	The teacher superficially identifies changes made to the curriculum but does not provide a description of these changes nor a rationale.	The curriculum remains fixed.
7. Teacher's portfolio describes opportunities for students to self-direct while creating their own works of art	The teacher describes and provides evidence for various ways in which students provided their own direction for creating their artwork. For example, the students might keep process	The teacher describes one example or process for how students were self directed and provides artifacts to exemplify this.	Teacher explains in a general way how students were self directed during the unit but does not provide any examples or artifacts.	Teacher does not provide opportunities for students to direct their own work and creation of artwork.

	documentation and use that documentation to refine their work.			
8. Teacher provides students opportunities to reflect on their process and receive peer feedback.	Teacher describes how students were afforded opportunities to reflect, adapt and modify their ideas before a final product was completed. Teacher describes the opportunities students were given to share their reflections with peers and to use the feedback they received to modify their final products.	Students were afforded opportunities to reflect on their final products before they were completed but were not provided opportunities for peer feedback before the final product was completed.	Students were afforded opportunities to reflect on their final products only after they were completed. Opportunities for peer feedback were not provided.	Students were not afforded opportunities to reflect on their final products before or after they completed their products. Peer feedback was not a part of the process.
9. Teacher's portfolio	Teachers provide various stages of at	Teacher provides one student artifact such of as a final	Teacher provides only a final	Teacher does not

<p>demonstrates ways in which teacher's analysis of student artifacts impacted their teaching practice.</p>	<p>least one student's artifacts to describe how those artifacts impacted their teaching practice. They provide their insights and describe changes to their instructional practice based upon their analysis of artifacts.</p>	<p>product, without including various stages of production, to describe insights they developed from the artifact. They do not describe any changes to their instructional practice.</p>	<p>student product and does not make linkages between that product and the impact that it had on the teacher's own instructional practice.</p>	<p>systematically analyze any student artifacts to describe any impact that student work had on his/her teaching practice.</p>
<p>10. Teacher's portfolio describes opportunities for student exhibition/public sharing of work</p>	<p>Evidence that exhibition/sharing of the work is a significant aspect of the project (e.g. evidence of planning an exhibition with students, inviting parents and other community members into the school to view the work,</p>	<p>Evidence of teacher providing a significant opportunity for students to exhibit/share work publically (i.e. installation in hallway or other venue of the school outside of the classroom)</p>	<p>Evidence of teacher providing opportunity to exhibit/share work in a minimal way (e.g. hanging on wall of the classroom)</p>	<p>No evidence of teacher providing opportunities for students to exhibit/share work</p>

	exhibiting the work in public space outside of the school)			
11. Teacher describes student peer collaboration at various stages of the project	Teacher provides structures for students to solicit and incorporate peer feedback about their creations into the final product as a part of the curriculum	Students work together in production of project and have informal opportunities to dialogue about the work	Students work together in production of project	No evidence that students have opportunities to work with their peers during the project
12. Co-construction of classroom project between teachers and students	Teacher describes in detail how they collaborated with their students in the planning, conception, and implementation of the arts integrated classroom project.	Teachers offers students opportunities to contribute to the planning of the project at specific, limited moments during the project	Teacher alters lesson plan slightly based on interests or suggestions of students	Teacher defines and dictates the arts integrated classroom project.
13. Teacher collaboration within schools	The online portfolio demonstrates the teacher's ability to collaborate with other	Teacher has multiple articulations of the process of working with another teacher in the school and how that	Teacher has mention of an attempt at connecting	The online portfolio does not demonstrate within school



	teachers in the school including description of planning with another teacher, coordinated implementation of arts and non-arts content, and coordinated sharing of the work across classrooms.	impacted the direction of the project	project with curriculum in another classroom at the school	teacher collaboration.
14. Evaluating technology resources for student learning	The online portfolio demonstrates that teachers' evaluation of technology resources demonstrates critical analysis of suitability for lesson. The online portfolio demonstrates the teacher's ability to critically evaluate	The online portfolio demonstrates that teachers' evaluation of technology resources is based on critical analysis of their suitability for lesson. The online portfolio demonstrates the teacher's ability to critically evaluate technology resources that do not interfere with student learning but don't necessarily innovate in order to maximize	The online portfolio demonstrates that teachers evaluation of technology resources is based on a narrow and incomplete set of criteria. The online portfolio demonstrates that	The online portfolio demonstrates that the teacher view technology resources in narrow terms, not necessitating an evaluation process. The

	technology resources to insure innovative uses of these technology resources to maximize student learning.	student learning.	the teacher does not use critical judgment when evaluating technology resources for student learning.	online portfolio demonstrates that teachers evaluation of technology resources is based on criteria that don't relate to lesson and student outcomes
15. Students use technology to direct their learning	The online portfolio demonstrates the students use technology to experiment, as a research tool, to express themselves artistically and/or metaphorically and make meaning of their experiences.	students use technology, but are only involved in the technical aspects, not as a tool for expression, personal meaning making and/or interpretation.	The teacher leads the production process and technology is only utilitarian or used for a presentation at the end of the unit. No connection is made between the digital tool and	Students do not use technology autonomously or at all.

			the artistic process.	
16. Technology enhanced learning environment	The online portfolio demonstrates that teacher integrates technology as both a teacher and student tool, allowing students to take control of the management and responsibility of their technology use	The online portfolio demonstrates that that teacher integrates technology as both teacher instructional tool and a tool for student learning. Student use of technology is somewhat limited or superficial, such as internet research, powerpoint production for presentations, or word processing.	The online portfolio demonstrates that teacher integrates technology as only a teacher demonstration tool, not as a tool for student use	The online portfolio demonstrates that teacher does not integrate technology for either teacher or student use.
17. Technology is appropriately aligned with arts integrated unit student outcomes	The online portfolio demonstrates that teachers appropriately align technology resources with student learning goals/outcomes. The teacher articulates a well-reasoned rationale for why	The online portfolio demonstrates that teachers use of technology resources is appropriate. The rationale for why the chosen technology resources are integrated is not fully developed.	The online portfolio demonstrates that teachers use of technology resources is superficial, such as students using powerpoint for an end of unit	The online portfolio demonstrates that teachers use of technology resources do not align with the student learning

	technology is needed to support student learning goals.		presentation. The teacher does not develop a rationale for how the technology facilitates student learning outcomes.	goals/outcomes. No rationale is provided.
18. Technology is used to develop students' higher order thinking skills	The online portfolio demonstrates that technology infused activities provide students with learning experiences that address their higher order thinking skills, such as critical thinking, reflection, and metacognition. Technology use fosters students to engage in authentic and challenging tasks.	The online portfolio demonstrates that technology was used to provide students with learning experiences that address their higher order thinking skills such as critical thinking, reflection and metacognition. Students used technology in superficial ways to demonstrate their critical thinking, such as "matter of fact" reporting of what they learned.	The online portfolio demonstrates that technology infused activities provide student learning experiences that minimally or superficially address their higher order thinking skills. Students did not use technology to	The online portfolio demonstrates that technology use does not encourage authentic and challenging student tasks nor encourage students to use their higher order thinking skills.

	Students use technology flexibly to demonstrate their critical thinking. For example, they use technology to demonstrate their growing knowledge base in the subject(s) of the unit, to produce something new or apply information/ideas in new ways, and to critical evaluate or reflect on ideas inherent in the integrated unit.		demonstrate their critical thinking.	
19. Technology is used to develop students' creative artistic expression	The online portfolio demonstrates that technology based learning experiences provide students with	The online portfolio demonstrates that technology based learning experiences provide open-ended opportunities that do not	The online portfolio does not demonstrate how technology based learning	The online portfolio demonstrates that technology based learning

	open ended projects that foster opportunities for students to creatively express themselves, use their imagination, create novel works of art/music/movement (etc), and/or problem solve. Examples of student products show their high level of creativity and innovativeness.	prescribe ways for students to meet objectives. The teacher does not articulate the ways that technology use fosters opportunities for students to use their imagination, create novel products, and/or problem solve in order to meet lesson objectives. Examples of student products are showcased but not described.	experiences provide open-ended opportunities for meeting lesson objectives, although examples of activities are provided.	experiences do not facilitate open-ended projects nor do they provide opportunities for students to use their imagination, create novel products and/or problem solve. Examples of student products are not provided.
20. The online portfolio demonstrates teacher's ability to use technology resources to collect and	The online portfolio demonstrates that data is collected periodically throughout the course of the project and that analysis of data	The online portfolio demonstrates that analysis of data is: <ul style="list-style-type: none"> <li>• collected periodically throughout the course of the project,</li> <li>• that it is used to foster</li> </ul>	The online portfolio demonstrates that analysis of data occurs only at the end of the project. Though	The online portfolio demonstrates that systematic analysis of data did not occur. While student

<p>analyze student artifacts for instructional improvement and enhanced student learning.</p>	<p>collected is used to make decisions that improve the quality of instruction and learning. Clear articulation of recommendations/next steps that are based on the findings are provided.</p>	<p>teacher's reflections.</p> <ul style="list-style-type: none"> <li>• teacher does not use those artifacts or reflections to make decisions concerning the quality of instruction and student learning.</li> <li>• No decisions/recommendations/next steps are provided.</li> </ul>	<p>reflections might be shared, no decisions that improve the quality of instruction, or recommendations are made.</p>	<p>artifacts may be presented, they only provide a narrative account of the sequence of learning activities. No teacher reflections or decision making is articulated.</p>
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\*\*\* Item 10. Teacher's portfolio describes opportunities for student exhibition/public sharing of work. The qualitative difference between a level 3 and a level 4 has to do with how a teacher describes why sharing the curriculum and student work is important to the unit inquiry. For example, how central is sharing/exhibition to the curriculum?