

Online Effectiveness Rubric for Fine Arts Teachers: Planning, Instruction and Assessment



During the 2020-2021 pandemic, the need for K-12 online fine arts instruction is unprecedented. This guiding rubric was created to help fine arts teachers who asked, "What should I be doing with online instruction?" This planning tool can help fine arts teachers gauge the quality of their online planning for instruction and assessment during this challenging time in education. The intent of this rubric is to be a broad based instrument that can be utilized across multiple fine arts content areas for general guidance. This self-assessment rubric is not intended for administrator use or teacher evaluation.*

I. Planning for Online Instruction and Evaluating Quality

	Evolving/Basic	Skilled	Exemplary/Advanced
<p>Essential Fine Arts Standards</p> <p>Ohio Fine Arts Standards http://education.ohio.gov/Topics/Learning-in-Ohio/Fine-Arts/Fine-Arts-Standards</p> <p>National Arts Standards https://www.nationalartsstandards.org/</p>	<p>Essential fine arts standards have been identified by grade level.</p>	<p>Essential fine arts standards have been identified by grade level and utilized in an online lesson.</p>	<p>Essential fine arts standards have been identified by grade level, utilized in an online lesson, and assessment.</p>
<p>Learning Objectives (online access will vary for students) Optional: Use "I can..." statements for students based on the following frameworks:</p> <p>Fine Arts Cognitive Rigor Matrix Linking Research with Practice https://www.uen.org/literacyresources/downloads/CRM-Fine-Arts.pdf Hess, K. (2009). Fine Arts Cognitive Rigor Matrix in Linking research with practice: A local assessment toolkit to guide school leaders.</p> <p>Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge to Bloom's... https://cdn.ymaws.com/www.apeeducators.org/resource/resmgr/2015LeadershipConf/DOK_Charts_by_Subject.pdf Hess, K. (2009). Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge (DOK) Levels to Bloom's Cognitive Process Dimensions. (Fine Arts examples, p. 6 - 8)</p> <p>Webb's Depth-of-Knowledge (DOK) in Fine Arts (examples) https://www.stancoe.org/sites/default/files/instructional-support-services/resources/california-state-standards/CSS_dok_arts.pdf</p>	<p>Learning objectives are conveyed (i.e. viewed, stated or discovered in an assignment) but not communicated or explained to students.</p> <p>DOK 1: I can recall, define, identify...</p>	<p>Learning objectives are conveyed (i.e. viewed, stated or discovered in an assignment) and clearly communicated or explained to students.</p> <p>DOK 2: I can explain, compare/contrast, apply, interpret...</p>	<p>Learning objectives are conveyed (i.e. viewed, stated or discovered in an assignment), clearly communicated or explained to students, and aligned with essential standards.</p> <p>DOK 3: I can construct, assess, defend personal interpretation, improvise...</p> <p>DOK 4: I can create, solve, perform and/or analyze multiple criteria for complex product or performance</p>

	Evolving/Basic	Skilled	Exemplary/Advanced
<p>Materials</p> <p>Art form and access to online and physical materials will vary</p>	<p>Few online and/or physical materials are found at home and/or provided by school with clear intent to support lesson objectives.</p>	<p>A variety of online and/or physical materials found at home and/or provided by school are utilized with clear intent to support lesson objectives and encourage strategic thinking/reasoning.</p>	<p>A wide variety of online and/or physical materials found at home and/or provided by school are utilized with clear intent to support lesson objectives, encourage strategic thinking/reasoning, promote creative problem solving and/or extended learning.</p>
<p>Learning Activities</p> <p>5 Tips for Getting All Students Engaged in Learning https://blog.brookespublishing.com/5-tips-for-getting-all-students-engaged-in-learning/</p> <p>10 Activities to Get Your Students Moving https://theartofeducation.edu/2020/10/29/10-activities-to-get-your-students-moving/ (see virtual option at the end of each activity/adapt to art form)</p>	<p>Learning activities are purposefully planned to engage the learner with tasks such as a written or online assignment.</p> <p>Examples: online worksheet, Google form</p>	<p>Learning activities are purposefully planned to engage the learner with virtual human interaction and/or through choices in an assignment or task, with opportunity for differentiation.</p> <p>Examples: Class discussion, partner sharing, deciding how to complete a task such as practicing or completing an arts assignment, Choice Board, experimenting</p>	<p>Learning activities are purposefully planned to engage the learner with virtual human interaction and/or through choices in an assignment or task while promoting student accountability/independence/ownership of the project.</p> <p>Examples: Individual or small group performance or presentation, individual critique/reflection, creating something new.</p>

II. Evaluating Online Instruction

	Evolving/Basic	Skilled	Exemplary/Advanced
Content & Skill Development	Continuity of instructional content is somewhat evident but may be out of sequence with learning concepts and skill development.	Continuity of instructional content is clearly evident and sequentially aligned with learning concepts and skill development.	Continuity of instructional content is clearly evident, sequentially aligned with learning concepts and fosters advanced skill development (for grade/level) OR incorporates higher order thinking.
Instructions	Directions and expectations are provided but may be unclear or confusing to the student.	Clear directions and expectations are provided and explained in different ways for the lesson.	Clear directions and expectations are provided, explained, and demonstrated in multiple ways for the lesson.
Online Instructional Strategies (as per district policy) Access to internet or technology will vary Battelle for Kids Virtual Facilitation Strategies file:///C:/Users/mmuro/Downloads/Virtual%20Facilitation%20Strategies%20%20(4).pdf 7 High-Impact Evidence Based Tips for Online Teaching https://www.edutopia.org/article/7-high-impact-evidence-based-tips-online-teaching	Few online instructional strategies are used to reach all levels of learners such as whole group instruction.	A variety of instructional strategies are used to reach all levels of learners such as whole group instruction, small group instruction, research, sharing in small groups or pairs, breakout room discussions, student/teacher interaction.	A wide variety of online instructional strategies are used to reach all levels of learners such as whole group instruction, small group instruction, research, sharing in small groups or pairs, breakout room discussions, student/teacher interaction, group critique, or the invention of a virtual/online project by an individual student.
Online Instructional Tools The Kennedy Center Digital Resources https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/	Few online instructional tools are used to reach all levels of learners such as a video, recorded lesson, virtual class (Zoom), or posted assignment.	A variety of online instructional tools are used to reach all levels of learners such as a video, recorded lesson, virtual class (Zoom), posted assignment, and the use of online programs.	A wide variety of online instructional tools are used to reach all levels of learners such as a video, recorded lesson, virtual class (Zoom), posted assignment, use of online programs with student/teacher interaction, interactive virtual classroom, and/or various online learning platforms.

	Evolving/Basic	Skilled	Exemplary/Advanced
<p>Assessment Strategies Rubrics and checklists should always be shared with students at the beginning of an assignment to inform students of assessment criteria (primary grades may need to modify their strategies)</p> <p>Arts Assessment for Learning http://artsassessmentforlearning.org/ (select discipline at top of page)</p> <p>National Core Arts Standards - Model Cornerstone Assessments https://www.nationalartsstandards.org/ (select discipline at bottom of page)</p> <p>Ohio Arts Assessment Collaborative https://oaae.net/ohio-arts-assessment-collaborative/</p> <p>4 Big Assessment Ideas – Battelle for Kids https://www.battelleforkids.org/learning-hub/learning-hub-item/shining-a-light-on-four-big-assessment-ideas</p>	<p>Student knowledge, skill or understanding is demonstrated through limited evidence such as a virtual test and assessed with informal strategies. No teacher feedback is provided through 1:1 meeting, verbal/written comments, or scoring tool such as a rubric or checklist.</p>	<p>Student knowledge, skill or understanding is demonstrated through a variety of evidence using multiple strategies such as 2D/3D work, virtual work, hard copy, submitted photo, video, virtual/electronic project, etc. and assessed with a rubric or checklist with verbal/written comments from the teacher.</p>	<p>Student knowledge, skill or understanding is demonstrated through a wide variety of evidence using a broad combination of strategies such as 2D/3D work, virtual work, hard copy, submitted photo, video, virtual/electronic project, performance or portfolio, with an oral or written student reflection and assessed with a rubric or checklist with verbal/written comments from the teacher.</p>

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~ Dr. Michelle Muro, Tri-County ESC Fine Arts Consultant

*This rubric serves as a starting point to plan virtual instruction in arts education with deeper content and stretch for increased learning. Future updates to this rubric will occur as information evolves. OAAE's intention for this rubric is to:

- show the importance of online planning and instruction specific to arts education
- help arts educators self-assess their online instruction
- demonstrate the important use of photos, videos, and recordings as instructional tools in the arts
- provide ideas to stretch lessons and learning
- share new resources with fine arts educators
- demonstrate the significant planning time required for online instruction
- increase awareness of the importance of virtual instruction in arts education
- support the need for online teacher PD