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| *Areas included in creative arts* | All areas of the creative arts identified by the AL COS are included |  |  | Some of the areas of the creative arts identified by the AL COS are included |
| *Inclusion of arts to support social/emotional, physical, and cognitive development* | Response is clear, concise, thorough, and specific in rationale for how the arts support social/emotional development; Relevant and specific examples are provided;  Response is clear, concise, thorough, and specific in rationale for how the arts support physical development; Relevant and specific examples are provided;  Response is clear, concise, thorough, and specific in rationale for how the arts support cognitive development ; Relevant and specific examples are provided; | Response is thorough, and specific in rationale for how the arts support social/emotional development; Relevant and some specific and general examples are provided;  Response is thorough, and specific in rationale for how the arts support physical development; Relevant and some specific and general examples are provided;  Response is thorough, and specific in rationale for how the arts support cognitive development; Relevant and some specific and general examples are provided; | Response is general in rationale for how the arts support social/emotional development; Some general examples are provided;  Response is general in rationale for how the arts support physical development; Some general examples are provided;  Response is general in rationale for how the arts support cognitive development; Some general examples are provided; | Response is missing, or vague and lacking in detail to the degree that the information provided does not assist the reader in understanding how the inclusion of the arts support social/emotional, physical, and cognitive development |
| *Inclusion of arts in supporting students to make connections across the academic curriculum* | Response is clear, concise, thorough, and specific in rationale for how the arts support students to make connections across the academic curriculum; Relevant and Specific examples are used to support discussion | Response is thorough, and specific in rationale for how the arts support students to make connections across the academic curriculum; Relevant and some specific and general examples are provided; | Response is general in rationale for how the arts support students to make connections across the academic curriculum; General examples are provided; | Response is missing, or vague and lacking in detail to the degree that the information provided does not assist the reader in understanding how the inclusion of the arts supports students to make connections across the academic curriculum; limited use of relevant examples |
| *Inclusion of the arts as a way for students to show what they are learning and what they know* | Response is clear, concise, thorough, and specific in rationale for how the arts can be included for students to show what they are learning and what they know; Relevant and Specific examples are used to support discussion | Response is thorough, and specific in rationale for how the arts support can be included for students to show what they are learning and what they know; Relevant and some specific and general examples are provided; | Response is general in rationale for how the arts can be included for students to show what they are learning and what they know; General examples are provided; | Response is missing, or vague and lacking in detail to the degree that the information provided does not assist the reader in understanding how the inclusion of the arts can be included for students to show what they are learning and what they know; limited use of relevant examples |
| *Personal experiences with creative arts during your K-6 schooling* | Response is clear, concise, thorough, and specific; Relevant and Specific examples are used to support discussion to assist the reader in understanding the writer’s personal experiences with creative arts during K-6 schooling | Response is thorough, and specific; Relevant and some specific and general examples are provided to assist the reader in understanding the writer’s personal experiences with creative arts during K-6 schooling | Response is general;  General examples are provided to assist the reader in understanding the writer’s personal experiences with creative arts during K-6 schooling | Response is missing, or vague and lacking in detail to the degree that the information provided does not assist the reader in understanding the writer’s personal experiences with creative arts during K-6 schooling |
| **Sources and Evidence**  *Written, oral, behavioral, visual or other sources appropriate to a particular genre or academic discipline* | Demonstrates skillful use of high quality, credible, and relevant sources to support ideas that are appropriate for the genre or discipline. | Demonstrates consistent use of credible and relevant sources to support ideas that are appropriate for the genre or discipline. | Demonstrates inconsistent use of credible and relevant sources to support ideas that are appropriate for the genre or discipline. | Demonstrates minimal or no attempt to use sources to support ideas. |
| **Control of Syntax and Mechanics**  *Written communication skills appropriate to a particular genre or academic discipline* | Uses clear language that skillfully communicates meaning to readers and is essentially error free. | Uses clear language that conveys meaning to readers, although writing may include a few errors. | Uses language that generally conveys meaning to readers, although writing may include some errors. | Uses language that minimally conveys meaning to readers, since writing includes many errors. |
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