Name of Evaluator Initials

The School District of Palm Beach County

K-12 Arts Education Instructional Materials Adoption Evaluation Rubric

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| Name of Publisher: Davis Publications |
| Tile of Submission: Experience Art |
| Scoring: Please score all line items within a section. Scores range from 1-4. Please provide speciﬁc evidence or example of any item that does not meet expectations (1 or 2) and provide speciﬁc evidence or cement for any item that scores Exceeds Expectations (4).1=Little/No evidence 2=Unsatisfactory; Does Not Meet Expectations 3=Satisfactory; Meets Expectations 4=Exceeds Expectations |

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| Section 1.1: Content | Score | Comments |
| 1. Content is aligned to all standards, benchmarks, and clariﬁcations identiﬁed in the State Course Description. |  | Experience Art engages students in explorations of art, design, and visual culture. Each unit in the book is organized around art’s connection to a Big Idea. Contemporary and historical artworks from around the world help bring these ideas to life. As students investigate materials and processes to create their own artworks, they develop a sense of themselves as serious artists. As they respond to artworks made by others, they make meaningful connections to learning and inquiry across the curriculum.The program is aligned to all standards, including Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and English Language Development ELD Standards. Correlations to the course standards are available in the PDF titled:Experience-Art\_Florida\_0101110-MJ-Visual-Art-2\_Correlations-by-Standard.pdf |
| 2. Benchmarks are not taught in isolation but are purposely combined or stacked to support student learning. |  | Each lesson is integrated into one of four unit strands designed to support student learning through concepts that are combined and stacked throughout the strand and lessons. Thematic lessons introduce the strand topic with fine art images and class discussions. The concepts are then applied in a Studio Investigation in which students research, investigate, brainstorm, and practice in Investigate and Document, As You Experiment, and Reflect steps using process journals. Students then follow the artistic process in the Studio Experience lesson for cumulative reinforcement and exploration of lesson concepts with Create, Consider Your Choices, Reflect and Revise, and Reflect and Present steps. Unit Review activities demonstrate student understanding and meaningful engagement with content across the unit with Write about Art, For Your Portfolio, and Presenting Art and Design.  |
| 3. Texts are aligned to appropriate grade-level text complexity requirements. |  | The program is aligned to appropriate grade-level complexity in both the Student Edition content and discussions and artmaking steps in the Teacher Edition. |
| 4. The materials are coherent regarding both artistic domain and genre. |  | The Teacher Edition includes Unit Planning Guides at the beginning of each unit with a clear overview of artworks, the studio topic and medium, and key terms. Lessons in a strand build upon one another, culminating in a Studio Experience to create artwork about the strand artistic domain and genre.  |
| 5. Lessons provide systematic, explicit instruction and connect multiple learning standards across multiple artistic processes. |  | Lessons in the program are organized into four strands within each unit to provide systematic instruction connecting multiple learning standards across artistic processes. The lessons in the Teacher Edition include Teach through Inquiry to Engage with discussions, Read the Text with strategies for student comprehension, Explore the Images for engaging students with the artwork, Look Ahead for students to plan how to apply the lesson concepts, and Guide the Studio with instructions and supports for students to create. Additional point-of-use supports for explicit instruction in the Teacher Edition include Choice Center for creating investigation centers to reinforce and extend the lesson content, Inquiry Further Strategies that can be used to support connections to standards, Digital Option ideas for incorporating technology and digital tools, and Process Journal Connection opportunities for students to explore the content and plan artwork. |
| 6. The materials guide students to develop various artistic techniques and thinking skills. |  | Lessons throughout the program build critical thinking skills as students learn about a variety of art concepts and techniques, plan their artmaking, make choices about what they create using contemporary and traditional approaches, and respond to art. Artistic techniques taught in the program include drawing, painting, sculpture, ceramics, printmaking, mixed media/collage/assemblage, design (graphic design, jewelry, architecture, furniture, landscape), weaving and basketry, and installation. |
| 7. The materials oﬀer opportunities to develop intellectual rigor appropriate to the grade or skill level through artmaking. |  | The program provides a wide range of dynamic Studio Investigations and Studio Experiences that focus on issues and ideas of particular interest to the middle-school age group. The process approach to the studios aligns with the ways artists work—thinking, planning, reflecting, and exploring materials for thoughtful, meaning-filled artmaking. The Teacher Edition Teach through Inquiry includes support for students to read and respond to the text for developing intellectual rigor through artmaking. |
| 8. The questions and tasks eﬀectively promote critical thinking, artistic skills, and knowledge, aligning clearly with the Florida B.E.S.T. standards. |  | Lessons in the program are designed to engage students with the strand theme in reading and responding to art, investigating artmaking using process journals and exploration of media, and engagement with the art process in Studio Experiences to develop and apply the critical thinking, artistic skills, and knowledge acquired throughout the strand. Art Criticism provides opportunities for students to respond to art using describe, analyze, interpret, and evaluate questions. The Unit Review revisits concepts learned throughout the unit with Write about Art, For Your Portfolio, and Presenting Art and Design activities. |
| 9. Questions and tasks encourage student creative and artistic expression. |  | Process-based Studio Experience lessons provide hands-on learning with a wide range of dynamic studio activities that focus on issues and ideas important to middle-school students. Questions and tasks reinforce a process that emphasizes the importance of thinking, planning, and reflection in creating original artworks. Process-based studios throughout the program are grounded in the artistic process and foster divergent outcomes that create personal connections to students’ artwork. |
| 10. Questions are sequenced to build knowledge by guiding students to delve deeper into their art form. |  | Lessons in the program are organized into four strands within each unit to sequence learning and guide students to delve deeper into the unit theme. Strand 1 is devoted to introducing the theme of the unit, Strand 2 Focuses on ideas and concepts that should be considered when making art such as elements and principles, Strand 3 Explores artforms and media and how an artist works with or breaks with tradition, and Strand 4 dives deeply into the work and process of contemporary artists. Each strand begins with a thematic lesson that introduces students to some of the many ways artists have explored the key concept through art. A Studio Investigation lesson in each strand is designed to illustrate how artists work, showing that they research, investigate, brainstorm, and practice. A Studio Exploration in each strand is a student-centered lesson designed to fully immerse students in the artistic process. The Studio Experience provides cumulative reinforcement and exploration of lesson concepts.Teach through Inquiry content in the Teacher Edition and questions in the Student Edition are sequence to build student knowledge throughout the lesson, strand, and unit.Each unit also includes Making Connections Features designed to connect the lessons across subjects and to learners’ everyday lives with STEAM, Careers, and Art History. Art Criticism provides opportunities for students to respond to art. The Unit Review revisits concepts learned throughout the unit with Write about Art, For Your Portfolio, and Presenting Art and Design activities. |
| 11. Student content integrates diversity across ethnic groups and persons with disabilities, including, but not limited to, relevant graphics, images, authentic experiences, and names of African Diaspora, Hispanic, and Latinx cultures. Images are absent of racial, disability, and ethnic stereotypes. |  | Fine art images and featured artists are representative of a diverse range of cultures, ethnic groups, and countries including African Diaspora, Hispanic, Latinx, Aboriginal Australian, African, Asian, Asian American, Indigenous America and First Nations, Middle Eastern, and Pacific Islander. |
| 12. Student content includes a seamless infusion of the history and culture of Africans, African Americans, Hispanics, Latinx Studies, Asian Americans, Paciﬁc Islanders, Jewish, and women studies as required by FS Statute [1003.42](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html) (h) (i) (q) ®. It is included in a way that supports rigorous instruction and makes authentic connections to the history and cultures of these groups. |  | Each unit in the program includes lesson strands about Traditions and Artist stories, which seamlessly infuse the history and culture of artists from cultures around the world into the lessons. The Teacher Edition Teach through Inquiry content and About the Artist and About the Artwork information support instruction and connections to history and culture. Making Connections: Art History also address history and cultures from a diverse range of artists and cultures.  |
| 18. Indexes and glossaries are included. |  | Both the Student Edition and Teacher Edition include glossaries in both English and Spanish, as well as an index. |
| Section 1.1: Content Subtotal | /72 |  |
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| Section 1.2: Artistic Processes | Score | Comments |
| 1. The materials allow students to generate and conceptualize artistic ideas and create works. |  | Each strand in a unit includes a two-page Studio Investigation. This lesson is designed to illustrate how artists work, showing that they research, investigate, brainstorm, and practice. Studio Investigations provide opportunities for students to use their process journals to practice and explore skills and techniques and better understand concepts before moving on to the Studio Experience that follows.Each strand in a unit includes a two-page Studio Experience. This student-centered lesson is designed to fully immerse students in the artistic process. The Studio Experience provides cumulative reinforcement and exploration of lesson concepts in generating ad conceptualizing artistic ideas and work. |
| 2. The materials encourage students to organize and develop artistic ideas and work. |  | Studio Investigations provide opportunities for students to use their process journals to practice and explore skills and techniques and better understand concepts before moving on to the Studio Experience that follows. The Teacher Edition Teach through Inquiry and Process Journal Connections content support the organization and development of artistic ideas ad work. The Studio Experience lessons encourage students to organize and develop artistic ideas and work in following the artistic process. y learning a process that emphasizes the importance of thinking, planning, and reflection in creating original artworks, students move beyond isolated learning activities. |
| 3. The materials include opportunities for reﬂection and feedback, helping students reﬁne and ﬁnalize their artistic work. |  | Studio Investigation lessons include Reflect steps with opportunities for reflection and feedback. Studio Experience lessons include Reflect and Refine steps for reflection and feedback to refine and finalize artist work.  |
| 4. The materials oﬀer a structured progression of skills, supporting student development and reﬁnement of artistic techniques through presentation, analysis, and feedback. |  | Units in the program are structured into four lesson strands for a progression of skills, support for student development, and refinement of artistic techniques. The Thematic lesson introduces the concepts being taught for student analysis and response. Studio Investigations reinforce these concepts and build artmaking skills through research, investigation, brainstorming, and practice. The Studio Experience lessons are an opportunity for students to further develop and apply the skills and concepts of the strand in following the artistic process to produce work. Consider Your Choices, Reflect and Refine, and Reflect and Present steps in the process include presentation, analysis, and feedback.  |
| 5. The materials allow students to express meaning through performance, presentation, or production. |  | Studio lessons provide meaningful artmaking experiences that illustrate the significance of art and visual culture in student lives. Lessons are designed specifically to help all students express their ideas and feelings through art production and see themselves as part of the learning and artistic process. In the Studio Experiences, Reflect and Present include student presentation. In the Teacher Edition, Inquire Further: Present content provides support for student presentation. The Unit Reviews include Presenting Art and Design for student presentation. |
| 6. The materials allow students to perceive and analyze artistic work of their own, their peers, and other artists. |  | Lessons in the program include fine art examples for students to perceive and analyze the work of other artists. Studio Investigations encourage students to use process journals to perceive and analyze their own work. These lessons include Be Inspired by Others with student work for students to perceive and analyze peer work. Close activities in the Teacher Edition include opportunities to perceive and analyze the work of peers.Studio Experiences include Reflect and Refine and Reflect and Present for students to perceive and analyze their own work and the work of peers. These lessons also include Be Inspired by Others with student work for students to perceive and analyze peer work.Making Connections: Art Criticism allows students to perceive and analyze the work of other artists using describe, analyze, interpret, and evaluate questions.The Unit Review Write about Art, For Your Portfolio, and Presenting Art and Design offer additional opportunities to perceive and analyze their own work, the work of peers, and the work of other artists  |
| 7. The materials encourage students to synthesize and connect their knowledge or personal experiences with artmaking, incorporating societal, cultural, and historical contexts to enhance artistic literacy. |  | Lessons throughout the program are designed for students to synthesize and connect their knowledge and personal experience with meaningful artmaking. Fine art examples incorporate societal, cultural, and historic contexts to enhance artistic literacy. The Traditions strand and Artist Stories strands make direct connections between society, culture, and history with art concepts and artmaking. |
| Section 1.2: Artistic Processes Subtotal | /28 |  |
| Score 1.1 and 1.2: Content and Artistic Processes | /100 |  |
| Section 2: Teacher Support Materials | Score | Comments |
| 1. Teacher support materials provide clear lesson plans that support new educators or those new to teaching Fine Arts. Includes:
	* Appropriate chunking
	* Essential Question/Learning Goal
	* Direct Instruction, with scaﬀolding/enrichment suggestions
	* Student Group Work
	* Independent work/Formative assessment
 |  | The lessons in the Teacher Edition are chunked into Prepare (Pacing, Lesson Objectives, Key Terms), Teach through Inquiry (Engage, Read the Text, Explore the Images, Look Ahead, Guide the Studio), Assess, and Close. Essential Questions and Lesson Objectives are included in the Unit Planning Guide. Essential Questions are also listed at the beginning of each strand. Direct instruction with scaffolding is included in the Teach through Inquiry content. Enrichment suggestions are included in the point-of-use teacher material such as Inquire Further and Choice Center.Student group work includes class discussions about the lesson topic and collaborative lessons. Independent work is included in each Studio Investigation and Studio Experience. Formative assessment strategies are included in the Assess section of each lesson in the Teacher Edition. |
| 2. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaﬀolding strategies, etc.) |  | The Teacher Edition includes Unit Planning Guides at the beginning of each unit with a clear overview of Essential Questions, Big Ideas, pacing, objectives, artworks, the studio topic and medium, key terms, and related Teacher Resources.The lessons in the Teacher Edition include Prepare (Pacing, Lesson Objectives, Key Terms), Teach through Inquiry (Engage, Read the Text, Explore the Images, Look Ahead, Guide the Studio), Assess, and Close with suggested language, questions, and scaffolding strategies. |
| 1. Materials provide comprehensive lessons for a 180-day school year to support the teacher with planning for instruction. Includes:
	* Shared Reading or Close Reading
	* Explicit Standards-based Lessons
	* Diﬀerentiated Instruction
	* Foundational Skills
	* Writing
 |  | Supports for planning instruction for a 180-day school year include Unit Planning Guides in the Teacher Edition, shared or close reading in the Student Edition, lessons that directly align to the standards, Differentiated Instruction point-of-use supports in the Teacher Editions, and foundational skills developed through Studio Investigations and process-based Studio Experiences. In the Student Edition, Art Criticism and Unit Reviews offer opportunities for writing. In the Teacher Edition, Interdisciplinary Connections: Writing and Inquire Further: Responding offer supports for writing activities. |
| 4. The tiered instructional materials, resources, and ancillary materials are designed to address diverse learner needs. They include comprehensive guidance with detailed annotations and actionable suggestions to assist teachers in eﬀectively implementing both student and ancillary materials. The focus is on engaging students and supporting their developmental progress. |  | The tiered instructional materials within each strand and throughout each unit are designed specifically to help all students express their ideas and feelings through art and see themselves as part of the learning and artistic process. From the thematic lessons to introduce the strand topic to Student Investigations to explore materials and ideas to Studio Experience to work through the artistic process, students are supported in their developmental progress. Teach through Inquiry provides comprehensive guidance with detailed annotations and actionable suggestions to assist teachers in effectively implementing the lesson content. Each unit is organized around art’s connection to a Big Idea to engage students. A variety of point-of-use Teacher Edition content in included to support developmental progress for all students.Differentiated Instruction in the Teacher Edition lessons provide support for meeting the individual needs and learning styles of increasingly diverse student populations, including additional supports and adaptations, English learners, Spanish speakers, auditory learning, tactile learning, and more. |
| 5. The materials recommend curriculum-based professional learning opportunities to enhance teachers' content knowledge and pedagogy. They also provide best practices to support teachers in eﬀectively planning and delivering instruction. |  | The Teacher Edition includes Welcome to Experience Art (Tv), Student Book (Tvi–Tvii), Teacher Edition (Tviii–Tvix), Unit Structure (Tx–Txxxvi), and Program Components (Txxvii–Txxxi) for effectively planning and delivering instruction. The Program Overview (T343–T345) includes Philosophy and Features of the Program and Structure of the Program. Professional learning articles are also included in the Teacher Edition: Helping Students Learn (T436–T437); Examining Classroom Dynamics (T438–T439); Constructing Meaning with Studio Engagement (T440–T441); Guiding Response to Works of Art, Design, and Visual Culture (T442–T443); Differentiated Instruction (T444–T446), Experience Art and the Process Journal (T447–T448); Experiencing STEM AND STEAM (T449), Choice in the Middle-School Art Room (T450); Strategies for Assessment (T451–T452); Universal Design: Accessibility for All (T453–T454); Connecting with Ideas (T455–T456); Student Engagement and Awareness (T457–T458); Design Thinking for Visual Art Teachers (T459); Guidelines for Teaching Remotely (T460); Art and Academic Vocabulary (T461–T462); Art and Language Development (T463); Connecting Art and Other Subjects (T464–T465); Media and Techniques (T466); Building Support for the Art Program (T475); and Maintaining the Art Room (T476–T477).Additional professional learning opportunities and curriculum implantation are available through Davis Publications. |
| 6. The materials present the program's teaching methodologies and research-based and evidence-based strategies to support educators' understanding and eﬀective implementation. |  | Information about the program’s teaching methodologies and research-based and evidenced-based strategies are presented in Teacher Edition. This includes The Program Overview (T343–T345) includes Philosophy and Features of the Program and Structure of the Program; Helping Students Learn (T436–T437); Examining Classroom Dynamics (T438–T439); Constructing Meaning with Studio Engagement (T440–T441); Guiding Response to Works of Art, Design, and Visual Culture (T442–T443); Differentiated Instruction (T444–T446), Experience Art and the Process Journal (T447–T448); Experiencing STEM AND STEAM (T449), Choice in the Middle-School Art Room (T450); Strategies for Assessment (T451–T452); Universal Design: Accessibility for All (T453–T454); Connecting with Ideas (T455–T456); Student Engagement and Awareness (T457–T458); Design Thinking for Visual Art Teachers (T459); Guidelines for Teaching Remotely (T460); Art and Academic Vocabulary (T461–T462); Art and Language Development (T463); Connecting Art and Other Subjects (T464–T465); Media and Techniques (T466); Building Support for the Art Program (T475); and Maintaining the Art Room (T476–T477). |
| 7. The materials provide comprehensive strategies to help students, parents, and caregivers understand the program. They also provide actionable guidance to support and enhance student progress and achievement. The materials include resources for teachers to communicate with parents and guardians in English, Spanish, Haitian-Creole, and Portuguese to reinforce skills and lessons taught. |  | Lessons in Davis Digital can be shared with colleagues, parents/guardians, and other teachers to assist with student learning beyond the artroom. Guidance is provided throughout the Teacher Edition Teach through Inquiry and point-of-use supports to support and enhance student progress and achievement.Family Involvement in the Teacher Edition provides tips for keeping families aware of and involved with the program and its goals and achievements.Teacher Resources include Additional Resources for Advocacy with memos to parents and guardians. Spanish Resources and Translations include the Student Handbook in Spanish and Support for Spanish Language Speakers. |
| 8. Resources are available digitally to support and encourage professional growth in research-proven pedagogical methods (ex; videos that teach and model). |  | Lessons Plans for the Studio Experiences are provided as PDF downloads with pacing suggestions, Essential Question, Big Idea, Resources, Prepare, Teach through Inquiry with step-by-step guidance, Evaluate, Close, and Student Handouts with the studio process, studio reflection, and rubric.The Image Collection for the program provides curated fine art images in Davis Art Images for educators to show additional examples for responding to art.Videos on Davis Digital include video tutorial support for using all the platform features, as well as video tutorials on Differentiated Instruction and Teaching through Inquiry. |
| 9. The materials include a comprehensive list of supplies required to support instructional activities. They also suggest supplemental supplies or resources as needed and provide guidance on obtaining any supplies not included in the materials. |  | The Teacher Edition includes Materials/Supplies in the Prepare section of each Studio Investigation and Studio Experience with options for student choice. Managing the Art Room: Art Materials and Supplies (T473–T474) provides a comprehensive list of supplies for the program, including guidance on obtaining supplies. |
| 10. The materials provide clear guidance, examples, and instructions for teachers on eﬀectively using embedded technology to enhance student learning. They also guide students on safe practices for artmaking and using art supplies. |  | Davis Digital includes video tutorials for effectively using the platform, the program books, Davis Art Images, Lessons, and Portfolios, all embedded technology included with Davis Digital to enhance student learning.The Student Edition Handbook includes Studio Safety (365–366) and Online Safety and Responsibility (367–368).  |
| Section 2: Teacher Support Materials Subtotal | /40 |  |
| Section 3: Student Instructional Supports | Score | Comments |
| 1. Various instructional strategies guide students to actively engage with the content and media and master the intended benchmarks. |  | Instructional strategies include introducing the strand concept with a thematic lesson, encouraging student exploration of materials and processes in Studio Investigations, and engaging students with the artistic process in Studio Experiences. Throught these lessons, the Teacher Edition Teaching through Inquiry includes Engage with discussions, Read the Text with strategies for student comprehension, Explore the Images for engaging students with the artwork, Look Ahead for students to plan how to apply the lesson concepts, and Guide the Studio with instructions and supports for students to create. |
| 2. Lessons should use primary and secondary resources to explore the relevant experiences and contributions of African Diasporic and Latinx people. The content should provide varied opportunities for students to consider it through their lenses and perspectives. |  | Each unit includes the lesson strand Artist Stories in which students explore the experience and contributions of artists from a wide range of backgrounds, including African Diasporic and Latinx. Additional artworks by African Diasporic and Latinx people are featured throughout the program. Content in the Studio Edition and Teach through Inquiry: Explore the Images in the Teacher Edition encourage students to consider the artists’ lenses and perspectives. |
| 3. Resources provide opportunities for students to practice applying the standards (independent and group practice). |  | Each lesson in the program includes opportunities for students to practice applying the standards in either independent or group practice through group discussions to explore concepts and respond to art and studio activities. Lessons in the Teacher Edition and Lesson Plan PDF downloads provide support for student practice in both group discussions to respond to art and independent and group artmaking.  |
| 4. The materials feature clear, visually organized designs in print and digital formats to promote student engagement without distractions. They include targeted strategies for supporting students reading at or below grade level, oﬀering scaﬀolding for vocabulary and concepts, and using diverse representations to engage learners with grade-level content. |  | The design of the Student Edition and Teacher Edition is clear and visually organized. Key Terms are listed in each unit overview and show in bold in context in the Student Edition. Fine art images and graphics engage learnings with grade-level content. In the Teacher Editions, Teach through Inquiry Engage, Read the Text, Explore the Images, Look Ahead, and Guide the Studio content provide strategies and scaffolding for understanding the vocabulary terms. Point-of-use teaching supports include Differentiated Instruction and Inquire Further with strategies to support student reading. Unit Reviews offers opportunities for students to apply and revisit vocabulary and concepts. |
| 5. Parent/guardian resources are available in culturally responsive formats beyond print, including video and audio materials. Pre-made resources, such as letters and videos, inform families about each unit's expectations. These resources are provided in multiple languages, including English, Spanish, Portuguese, and Haitian Creole. |  | Davis Digital Portfolios can be shared with parents and guardians to showcase student work outside of the classroom. Lessons in Davis Digital can be shared with colleagues, parents/guardians, and other teachers to assist with student learning beyond the artroom. Teacher Resources handouts can be sent home to support learning outside of school, including Memos to Parent or Guardian in Additional Resources: Advocacy. The Student Handbook and Support for Spanish Language Speakers are available in Spanish.  |
| Section 3: Student Instructional Supports Subtotal | /20 |  |
| Section 4: Diﬀerentiated Instructional Support | Score | Comments |
| 1. Instructional strategies, materials, and resources address the needs of all students (accelerated learners, ESE, ELL, Multiple Learning Styles, Multi-tiered system of support, etc). |  | Experience Art lessons are designs to engage all students through theme-based learning, process-based studios, and student choice. Teaching supports are included throughout the lessons to engage all students in learning, artmaking, and achieving the lesson objectives. These include strategies for using text and images effectively, inquiry-based activities and studio lessons, process journal activities to promote investigation and reflection, interdisciplinary connections to link what students are learning to other subject areas, ideas for incorporating technology and digital tools, Choice Center options to provide student-directed experiences and extend learning, and supports for differentiating instruction. The Differentiated Instruction features provide varied ways for students to find success in learning with adaptations and modifications, promoting a variety of teaching strategies such as direct instruction, inquiry-based learning, cooperative learning, information processing, student choice, and varied grouping. Differentiated Instruction includes supports and adaptations, English learners, Spanish speakers, auditory learning, tactile learning, and more. |
| 2. Dual Language - Student content in Spanish is available in print and digital and is equitable to content available in English. |  | Key Terms are listed in English and Spanish in each Unit Overview. An English Glossary and a Spanish Glossary are included in the Student Edition and Teacher Edition. The Student Handbook and Support for Spanish Language Speakers are available in Spanish in the Teacher Resources. |
| 3. The materials demonstrate a strong understanding of language structures, highlighting diﬀerences and overlaps between English and Spanish while using cross-linguistic strategies to enhance proﬁciency in both languages. Spanish resources provide explicit, authentic instruction aligned with grade-level standards and the Spanish FloridaB.E.S.T. standards, benchmarks, and clariﬁcations. These resources are included in the teacher edition in print and digital formats. |  | The point-of-use Differentiated Instruction supports in the Teacher Editions have differentiation and adaptations for Spanish Speakers and English Language Learners, including highlighting differences and overlaps between English and Spanish while using cross-linguistic strategies to enhance proficiencies in both languages. |
| 4. ESOL: Student materials, including assessments, remediation, enrichment, and progress monitoring resources (in print or digital format), are available in various languages, speciﬁcally Spanish, Portuguese, and Haitian Creole. |  | The Student Handbook and Support for Spanish Language Speakers are available in Spanish in the Teacher Resources. |
| 5. The materials, resources, and ancillary materials oﬀer scaﬀolding support through sensory, graphic, and interactive tools that align with art area concepts. |  | The Student Edition includes fine art images, real-world examples, and graphics that align with the Studio Explorations and Studio Experiences to help students learn new concepts and skills. The lessons in the Teacher Edition are scaffolded to guide students in Teach through Inquiry to Engage with concepts, Read the Text, Explore the Images, Look Ahead, and Guide the Studio. Lessons Plans are provided as PDF downloads with content from the Teacher Edition and student handouts with the studio content, reflection questions, and studio rubric.Teacher Resources include student handouts for each unit such as Thoughts About Art, A Closer Look, Find Out More, Finder Cards, Evolving Ideas, Studio Investigations and Reflections, Studio Experiences and Reflections, Assessment: Check Your Understanding, Rubrics, STEAM, Career Connections, Art History Connections, Criticism, Write About Art, Assessment: Demonstrate Your Learning, Assessment: Unit Wrap Up and Answers, Unit Objectives Rubric, and Key Terms. |
| Section 4: Diﬀerentiated Instructional Support Subtotal | /20 |  |
| Section 5: Accessibility Features | Score | Comments |
| 1. The digital textbook platform and test bank include accessibility features and support assistive technology, such as text-to-speech tools that can be selected and adjusted to meet student needs. The materials also utilize digital tools to promote and facilitate collaborative interactions among teachers and students, where appropriate. |  | Davis Digital Portfolios can be built and shared to showcase student work and facilitate collaboration. Davis Digital Images is a repository of fine art images from around the world and throughout history. The image search and image collections can be used to supplement and extend images in the lessons, including compare and contrast functionality.Davis Digital Lessons can be used to create custom lessons using the program, images, and links.Davis Digital supports assistive technology. |
| 2. The font color, background, type, and size can be adjusted, and high-contrast color settings are available. |  | Davis Digital eBook is a PDF and these features are not available: Type and size. Zoom feature up to 300% can be used on each page.Using Accessibility tools colors and background colors can be adjusted.  |
| 3. The materials integrate interactive tools and dynamic software to support student engagement with the content, including digital tools that enhance participation and interaction. |  | Davis Digital Portfolios can be built and shared to demonstrate learning and showcase student progress. Davis Digital Images is a repository of fine art images from around the world and throughout history. The image search, filters, and image collections can be used to supplement and extend images in the lessons, including compare and contrast functionality.Davis Digital Lessons can be used to create custom lessons using the program, images, and links. |
| 4. The program includes information for teachers on how to adapt lessons – including low to high-technology options. |  | The program is designed to support a variety of options in the Studio Investigations and Studio Experiences, providing opportunities for student choice and adaptations based on classroom resources. Point-of-use supports in the Teacher Edition include Teach through Inquiry: Create, Differentiated Instruction, Inquire Further, Choice Center, Process Journal Connection, and Digital Option. |
| 5. Assistive technology software can be run in the background. Ex: magniﬁcation, text-to-speech, text-to-American Sign Language, Text-to-braille, on-screen keyboards, and speech-to-text computer control. |  | Davis Digital supports assistive technology. |
| 6. All PDFs are accessible (unlocked), allowing text to be highlighted, copied, and pasted. Additionally, all videos are captioned. |  | The Teacher Resources PDFs are accessible (unlocked). |
| Section 5: Accessibility Features Subtotal | /24 |  |
| Section 6: Assessment | Score | Comments |
| 1. The materials include various assessments—diagnostic, formative, summative, and alternative—that give students frequent opportunities to demonstrate their understanding. The assessment system includes multiple checkpoints to evaluate student learning and provides clear guidance for teachers on interpreting performance and follow-up actions. Scoring rubrics are included where needed. |  | Students have a variety of opportunities to demonstrate their understanding throughout each unit including classroom discussions, close reading, explorations of art processes using process journals, and following the art process to create work. Teacher Edition support includes Teach through Inquiry Engage, Read the Text, Explore the Images, Look Ahead, and Guide the Studio for class discussions and artmaking. The Teacher Editions also includes Prepare: Lesson Objectives, Assess, Rubrics for each strand and unit, and Close activities as diagnostic, formative, summative, and alternative assessment opportunities. Unit Reviews include Write about Art, For Your Portfolio, and Presenting Art and Design for student summative assessment.Teacher Resources include Thoughts About Art, A Closer Look, Find Out More, Finder Cards, Evolving Ideas, Studio Investigations and Reflections, Studio Experiences and Reflections, Assessment: Check Your Understanding, Rubrics, STEAM, Career Connections, Art History Connections, Criticism, Write About Art, Assessment: Demonstrate Your Learning, Assessment: Unit Wrap Up and Answers, Unit Objectives Rubric, and Key Terms with a variety of opportunities for students to demonstrate their understanding. |
| 2. The assessments include a variety of modalities, such as writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks, with suggestions for their use. There is a balanced level of complexity in the assessment tasks. |  | The Teacher Edition includes a variety of modalities for student assessment, including Teach through Inquiry with opportunities for student discussion, modeling, presentations, and performance tasks. Assess provides guidance on assessing students achievement of the Lesson Objectives and Rubrics. Close includes additional assessment related to the unit Essential Question.Unit Reviews include Write about Art, For Your Portfolio, and Presenting Art and Design with assessment opportunities in writing, demonstrating, and presentation and performance tasks. |
| 3. Assessment items are aligned to benchmark content. |  | Yes |
| 4. Assessment items are aligned to benchmark complexity. |  | Yes |
| 5. Assessment items are aligned to FLDOE Item Speciﬁcations. |  | Yes |
| 6. Assessment items include the rationale for incorrect answers. |  | Supports and guidance for student responses to the Unit Review are included in the Teacher Edition. |
| 7. Assessment platform provides accommodation functionality in alignment with state assessment guidelines; i.e., text-to-speech, speech-to-text, etc.) |  | Davis Digital is not an Assessment platform. |
| Section 6: Assessment Subtotal | /28 |  |
| Section 7: Digital Platform Format/Organization | Score | Comments |
| 1. The digital platform is organized to be navigated eﬃciently. |  | Digital platform is organized to be navigatedefficiently. |
| 2. Teachers can easily search the digital platform for resources by grade level, unit, benchmark, and keyword. |  | The eBooks are easily searchable by keywords. Davis Art Images are searchable by keywords and filters. |
| 3. Students can easily search the digital platform for resources. |  | The eBooks are easily searchable by keywords. Davis Art Images are searchable by keywords and filters. |
| 4. Students can submit work and receive feedback electronically. |  | Students can submit work and receive feedbackelectronically through the Portfolios. |
| 5. Students can annotate digital text. |  | This feature is not available. |
| 6. The digital platform can be accessed on mobile devices. |  | Yes, Davis Digital can be accessed onany device with an internet connection. |
| 7. Documents can be downloaded and edited by the teacher or student (Google Docs, Sheets, Slides preferred). |  | Teacher resources and lesson plans can bedownloaded by the teacher. Portfolios can alsobe exported as PDFs. |
| Section 7 Digital Platform Subtotal | /28 |  |
| Section 8: Florida Statutes & State Board Education Rules | Y/N+ Score | Notes |
| 1. Materials align to Rule 6A-1.094124, F.A.C., which prohibits Critical Race Theory (CRT) in instructional materials. |  | Yes |
| 2. Instructional materials omit Culturally Responsive Teaching related to Critical Race Theory. |  | Yes |
| 3. Instructional materials omit Social Justice related to Critical Race Theory. |  | Yes |
| 4. Instructional materials DO NOT solicit Social Emotional Learning (SEL), as these are considered extraneous and unsolicited strategies outside the scope of subject-area standards. |  | Yes |
| 5. Instructional materials align to [s.1001.42(8)(c)3](http://www.leg.state.fl.us/Statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1001/Sections/1001.42.html)., F.S. in grades K-3 to EXCLUDE an instruction regarding sexual orientation or gender identity. |  | Yes |
| 1. Instructional materials align to [s.1003.42(3)](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1003/Sections/1003.42.html), F.S., by acknowledging that all people are equal before the law and have inalienable rights, and materials are consistent with the following principles:
	1. No person is inherently racist, sexist, or oppressive, whether consciously or unconsciously, solely by virtue of his or her race or sex.
	2. No race is inherently superior to another race.
	3. No person should be discriminated against or receive adverse treatment solely or partly on the basis of race, color, national origin, religion, disability, or sex.
	4. Meritocracy or traits such as hard work ethic are not racist but fundamental to the right to pursue happiness and be rewarded for industry.
	5. A person, by virtue of his or her race or sex, does not bear responsibility for actions committed in the past by other members of the same race or sex.
	6. A person should not be instructed that he or she must feel guilt, anguish, or other forms of psychological distress for actions in which he or she played no part or committed in the past by other members of the same race or sex.
 |  | Yes |
| Section 8: Florida Statutes & State Board Education Rules Subtotal | /24 |  |

Publisher:

Grade Level:

Course:

|  |  |  |
| --- | --- | --- |
| Category | Subtotal Multiplied By | Total |
| 1. Content & Artistic Processes | x3 |  |
| 2. Teacher Support Materials | x2 |  |
| 3. Students Instructional Support | x2 |  |
| 4. Diﬀerentiated Instructional Support | x2 |  |
| 5. Accessibility Features | x1 |  |
| 6. Assessment | x2 |  |
| 7. Digital Platform | x1 |  |
| 8. Florida Statutes & State Board Education Rules | x1 |  |
| Grand Total: |  |  |

Name of Evaluator: Initials

(print)