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 Clay Third Edition |
| 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 Clay Third Edition offers instruction in diverse subject matter, media, tools, and processes including pinching and coiling, slabs, molds, tiles, thrown forms, surface design, the firing process, and mixed media. It also includes Art History, Art Fundamentals such as elements and principles, How To technique tutorials, Nontraditional Approaches with contemporary art, Studio Experience lessons to develop personal style and collaborative techniques, Career Profiles, Student Galleries, and Chapter Reviews with written responses and portfolio development.  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-Clay-3E\_Florida\_0102300-Ceramics-Pottery-1\_Correlations-by-Standard.pdf |
| 2. Benchmarks are not taught in isolation but are purposely combined or stacked to support student learning. |  | Throughout each chapter, students engage with and respond to fine art images; discuss the lesson topic; practice techniques in Try It, For Your Sketchbook, and How to activities; and explore history and contemporary ideas in Art History and Nontraditional Approaches features. Studio Experiences include Before You Begin for responding to art and ideation; Create It with the artistic process to produce and refine work; Check It and Rubrics for student self-assessment; and Sketchbook Connection to extend and revisit concepts from the lesson. Chapter Reviews include Recall, Understand, Apply, Analyze, and Evaluate questions; Writing about Art; and For Your Portfolio.  Point-of-use supports in the Teacher Edition support and extend the content in the Student Edition. These include Vocabulary definitions; Teaching Tips with studio and content strategies; Inquiry for research project ideas; Interdisciplinary Connection to integrate art across the curriculum; Aesthetics and Art Criticism to encourage student discussion and engagement with artworks; Art History with contextual and background information; Design Extension with hands-on activities; Advanced and Differentiated Instruction to meet individual student needs; Documenting and Exhibiting Art for students to present and preserve their work. |
| 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 Teacher Edition supports for discussions, practice, and artmaking. |
| 4. The materials are coherent regarding both artistic domain and genre. |  | The program is organized into chapters with topics based on specific topics and processes (Introduction to Clay; The Art of Ceramics; Working with Clay; Hand-Built Forms: Pinching and Coiling; Hand-Built Forms: Slabs, Molds, and Tiles; Thrown Forms; Surface Design; The Firing Process; Mixed Media). Topics within the chapter are clearly identified with headings and recurring chapter features. |
| 5. Lessons provide systematic, explicit instruction and connect multiple learning standards across multiple artistic processes. |  | The chapters are structured with an Opener/Overview to introduce the topic, main chapter topics, Nontraditional Approaches, Studio Experience, Career Profile, Student Gallery, and Chapter Review. The chapters also include Art Fundamentals to teach concepts such as elements and principles, Art History with specific topics in the history of art, and How To for instruction in artistic techniques. Try It, Note It, Discuss It, For Your Sketchbook, and image captions throughout each chapter offer opportunities for deeper engagement with the content.  The Teacher Edition point-of-use support includes Vocabulary definitions; Teaching Tips with studio and content strategies; Inquiry for research project ideas; Interdisciplinary Connection to integrate art across the curriculum; Aesthetics and Art Criticism to encourage student discussion and engagement with artworks; Art History with contextual and background information; Design Extension with hands-on activities; Advanced and Differentiated Instruction to meet individual student needs; Documenting and Exhibiting Art for students to present and preserve their work.  Studio Experiences include Before You Begin for responding to art and ideation; Create It with the artistic process to produce and refine work; Check It and Rubrics for student self-assessment; and Sketchbook Connection to extend and revisit concepts from the lesson.  Chapter Reviews include Recall, Understand, Apply, Analyze, and Evaluate questions; Writing about Art; and For Your Portfolio. |
| 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 in each chapter; learn about artists and artworks in the chapter content, Art History, and Nontraditional Approaches; develop artmaking skills in Try It, For Your Sketchbook, and How to activities; follow the artistic process to make artwork in Studio Experiences; and apply critical thinking and techniques in the Chapter Review questions, Writing about Art, and For Your Portfolio. Artistic techniques and concepts taught in the program include origins of ceramics, balloon-form vessels, elements of art, principles of design, postmodern principles, aesthetic scanning, working with clay, preparing clay safely, kneading and wedging, hand building, pinching, coiling, joining clay, slabs, molds, tiles, mask from a live model, relief, sculpture, thrown forms, centering and coning, wheel safety, oval casserole dish, trimming, lids, spouts, handles, teapots, plates, surface design, texture, color, glazes, spray glazes, firing process, kilns, bid ideas, works in a series, pit firing, mixed media, single-form construction, multiple-form construction, decal transfers, and installation. |
| 7. The materials oﬀer opportunities to develop intellectual rigor appropriate to the grade or skill level through artmaking. |  | The program includes grade-level appropriate Studio Experiences for each chapter. Students develop intellectual rigor through the steps in the process, which include Before You Begin, Create It, Check It, and Sketchbook Connection. These steps provide opportunities to respond to art, plan artworks, produce artworks, reflect on work in process, and assess finished work. Rubrics in the Student Edition support students in planning and evaluating their work. Point-of-use supports in the Teacher Edition include Studio Objectives, Materials, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art for successful engagement with the lesson and assessment. |
| 8. The questions and tasks eﬀectively promote critical thinking, artistic skills, and knowledge, aligning clearly with the Florida B.E.S.T. standards. |  | Try It, Discuss It, For Your Sketchbook, and How to activities in the Student Edition support the development of critical thinking, artistic skills, and knowledge. Teacher Edition point-of-use supports such as Vocabulary definitions; Teaching Tips with studio and content strategies; Inquiry for research project ideas; Interdisciplinary Connection to integrate art across the curriculum; Aesthetics and Art Criticism to encourage student discussion and engagement with artworks; Art History with contextual and background information; Design Extension with hands-on activities; Advanced and Differentiated Instruction to meet individual student needs; Documenting and Exhibiting Art for students to present and preserve their work promote critical thinking, artistic skills, and knowledge around the content in the Student Edition.  Studio Experiences include questions and tasks throughout the Before You Begin, Create It, Check It, and Sketchbook Connection steps to promote critical thinking, artistic skills, and knowledge.  Chapter Reviews include Recall, Understand, Apply, Analyze, and Evaluate questions; Writing about Art; and For Your Portfolio to promote critical thinking, artistic skills, and knowledge. |
| 9. Questions and tasks encourage student creative and artistic expression. |  | The program is designed to engage students with materials, tools, techniques, processes, and subject matter to develop creative work and artistic expression. This includes elements and principles to organize compositions and make meaning in Art Fundamentals; understanding contemporary and historic approaches to artmaking in Art History and Nontraditional Approaches; and exploring approaches to techniques and processes such as working with clay, pinching and coiling, slabs, molds, tiles, thrown forms, surface design, the firing process, and mixed media.  Studio Experience lessons encourage creative and artistic expression in Before You Begin, Create It, and Sketchbook Connection steps.  Chapter Reviews include For Your Portfolio prompts for creative and artistic expression while developing a portfolio. |
| 10. Questions are sequenced to build knowledge by guiding students to delve deeper into their art form. |  | Each chapter is sequenced to build student knowledge around the chapter theme with sections chapter topics, Art History, Art Fundamentals, and Nontraditional Approaches. The chapter content includes text, activities (Try It, For Your Sketchbook, Discuss It), and fine art and professional work image captions with questions to build knowledge and guide students to delve deeper.  Teacher Edition point-of-use supports to guide students to delve deeper include Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art.  The chapter content is then used to produce work in a Studio Experience lesson through Before You Begin, Create It, Check It, and Sketchbook Connection questions.  The Chapter Reviews are sequenced with Recall, Understand, Apply, Analyze, and Evaluate questions; Writing about Art; and For Your Portfolio. |
| 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. |  | Images of fine art and professional work featured throughout the program are representative of a diverse range of cultures, ethnic groups, and countries including African Diaspora, Hispanic, Latinx, African, Asian, Indigenous America, and Pacific Islander. Each chapter includes Art History, Nontraditional Approaches, and Career Profiles to engage students with a diverse range of artists. A Timeline of Ceramics History in the Student Edition and Teacher Edition (352–359) includes artworks created around the world. |
| 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. |  | Images of artworks from throughout history and around the world are included throughout the program to show how the concepts are applied in works of art. Teacher Edition Art History content provides additional supports for the images.  Each chapter of the program includes Art History and Nontraditional Approaches to support instruction and connections to history and culture through a diverse group of artists. |
| 18. Indexes and glossaries are included. |  | Both the Student Edition and Teacher Edition include a glossary and 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. |  | The program content is designed for students to explore, understand, and apply artistic ideas in investigating an introduction to clay; the art of ceramics with elements of art, principles of design, and aesthetic scanning; working with clay; pinching and coiling; slabs, molds, and tiles; thrown forms; surface design; the firing process; and mixed media. Studio Experience lessons allow students to generate and conceptualize artistic ideas and create works to reinforce artistic approaches and apply what is learned in the chapter content. |
| 2. The materials encourage students to organize and develop artistic ideas and work. |  | Studio Experience lessons include Before You Begin, Create It, Check It, and Sketchbook Connection to organize and develop artistic ideas and work. Teacher Edition supports include Studio Objectives, Materials, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art to encourage students to organize and develop artistic ideas and work. |
| 3. The materials include opportunities for reﬂection and feedback, helping students reﬁne and ﬁnalize their artistic work. |  | Studio Experience lessons include Before You Begin, Create It, and Check It steps with opportunities for reflection and feedback to refine and finalize work. |
| 4. The materials oﬀer a structured progression of skills, supporting student development and reﬁnement of artistic techniques through presentation, analysis, and feedback. |  | The program is structured for students to gain an introduction in the basics of ceramics; understand the art of ceramics; begin to work with clay; explore hand-building techniques such as pinching, coiling, slabs, molds, and tiles; develop skills in creating thrown forms; apply surface designs; understand the firing process; and combine clay with other materials in mixed-media works.  Throughout each chapter, topics and content are presented for a structured progression of skills with introducing the content; teaching different aspects of the topic supported by Art History, Art Fundamentals, How To, and Nontraditional Approaches; supporting students to demonstrate their skills and ideas in Studio Experiences; and assessing knowledge and skills in Chapter Reviews. Student Edition content and point-of-use Teacher Edition supports such as Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art offer opportunities for presentation, analysis, and feedback. |
| 5. The materials allow students to express meaning through performance, presentation, or production. |  | The program includes Try It, How to, and For Your Sketchbook with opportunities to express meaning through performance, presentation, or production in the Student Edition. Point-of-use supports for expressing meaning in the Teacher Edition include Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art.  Students express meaning in Studio Experience lessons in which they produce and present their personally meaningful work through steps in the artistic process that include Before You Begin, Create It, Check It, and Sketchbook Connection.  The Chapter Reviews include review questions (Recall, Understand, Apply, Evaluate), Writing about Art, and For Your Portfolio with opportunities to express meaning through performance, presentation, and production. |
| 6. The materials allow students to perceive and analyze artistic work of their own, their peers, and other artists. |  | The program includes fine art and professional examples for students to perceive and analyze the work of other artists. Art History, Nontraditional Approaches, Studio Experiences, and Chapter Reviews engage students with perceiving and analyzing the work of other artists.  Point-of-use supports in the Teacher Edition include Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art opportunities for students to perceive and analyze artistic work of their own, their peers, and other artists.  Studio Experiences include Before You Begin, Create It steps, Check It, and Sketchbook Connection for students to perceive and analyze their own work and the work of their peers.  Chapter Reviews include review questions, Writing about Art, and For Your Portfolio with opportunities for students 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. |  | Each chapter of the program includes Art History, Nontraditional Approaches, and Career Profiles for students to engage with societal, cultural, and historical contexts and enhance artistic literacy.  Studio Experience lessons throughout the program are designed for students to synthesize and connect their knowledge and personal experience with meaningful artmaking, incorporating societal, cultural, and historical contexts. |
| 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 Teacher Edition includes point-of-use supports throughout each chapter. At the beginning of each chapter, Tips for Using the Opening Image and Objectives help teachers engage student with the chapter content and plan learning goals. Chapter content supports include Vocabulary definitions; Teaching Tips with studio and content strategies; Inquiry for research project ideas; Interdisciplinary Connection to integrate art across the curriculum; Aesthetics and Art Criticism to encourage student discussion and engagement with artworks; Art History with contextual and background information; Design Extension with hands-on activities; Advanced and Differentiated Instruction to meet individual student needs; Documenting and Exhibiting Art for students to present and preserve their work.  Studio Experience lessons in the Teacher Edition include Studio Objectives, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art for successful engagement with the lesson and assessment.  Chapter Review content in the Teacher Edition includes Chapter Review Answers. |
| 2. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaﬀolding strategies, etc.) |  | The Teacher Edition includes Tips for Using the Opening Image; Objectives; Vocabulary definitions; Teaching Tips with studio and content strategies; Inquiry for research project ideas; Interdisciplinary Connection to integrate art across the curriculum; Aesthetics and Art Criticism to encourage student discussion and engagement with artworks; Art History with contextual and background information; Design Extension with hands-on activities; Advanced and Differentiated Instruction to meet individual student needs; Documenting and Exhibiting Art for students to present and preserve their work. This point-of-use support includes suggested language, questions, and scaffolding strategies.  Studio Experience lessons in the Teacher Edition include Studio Objectives, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art for planning instruction.  Chapter Review content in the Teacher Edition includes Chapter Review Answers. |
| 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 |  | Instructional content for a 180-day school year includes shared reading or close reading of the student-facing materials with point-of-use supports in the Teacher Edition such as Tips for Using the Opening Image; Objectives; Vocabulary definitions; Teaching Tips with studio and content strategies; Inquiry for research project ideas; Interdisciplinary Connection to integrate art across the curriculum; Aesthetics and Art Criticism to encourage student discussion and engagement with artworks; Art History with contextual and background information; Design Extension with hands-on activities; Advanced and Differentiated Instruction to meet individual student needs; Documenting and Exhibiting Art for students to present and preserve their work.  Foundational skills are introduced and reinforced in the Student Edition content such as the main chapter topics, Art History, Art Fundamentals, How To, and Nontraditional Approaches.  Studio Experience lessons include explicit instruction with Before You Begin, Create It, Check It, Sketchbook Connection, and Rubric content. Teacher Edition point-of-use supports for the Studio Experience include Studio Objectives, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art for planning instruction.  Chapter Reviews include review questions (Recall, Understand, Apply, Analyze, Evaluate), Writing about Art, and For Your Portfolio for reading, writing, and reinforcement of foundational skills.  Teaching from Experience Clay 3rd Edition in the Teacher Edition includes Differentiated Instruction (T10–T11) and Improving English Language Skills (T11–T15). The Student Edition includes Your English Language Skills (373–374). |
| 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 chapter content and Studio Experiences are designed to address diverse learner needs, offering a variety of ways to engage students with the content such as class discussions and demonstrations in the Teacher Edition content, group discussions in Discuss It and image captions, and individual student work in Try It, For Your Sketchbook, How To, Studio Experiences, and Chapter Reviews. Content in the Teacher Edition includes guidance and suggestions to assist teachers in implementing the materials to support student progress, including point-of-use supports for Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art. Studio Experience Teacher Edition supports include Studio Objectives, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art. |
| 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 Point-of-Use Support (T2–T3) and Teaching from Experience Clay 3rd Edition with Incorporating Art History in the Clay Studio (T4), Rubrics and Assessment in the Clay Studio (T5–T6), Teaching Careers with Experience Clay (T6), Using the Internet in the Clay Studio (T7), Safety in the Clay Studio (T9–T10), Differentiated Instruction (T10–T11), and Improving English Language Skills (T11–T15) to support teachers in effectively planning and delivering instruction.  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. |  | The program’s teaching methodologies and strategies are presented in the Teacher Edition Teaching from Experience Clay 3rd Edition with Incorporating Art History in the Clay Studio (T4), Rubrics and Assessment in the Clay Studio (T5–T6), Teaching Careers with Experience Clay (T6), Using the Internet in the Clay Studio (T7), Safety in the Clay Studio (T9–T10), Differentiated Instruction (T10–T11), and Improving English Language Skills (T11–T15) to support teachers in effectively planning and delivering instruction. to support teachers in effectively planning and delivering instruction. |
| 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 point-of-use content to support and enhance student progress and achievement.  Teacher Resources include Studio Experience Rubrics, Chapter Review Questions, Studio Experiences, Vocabulary and Glossary Worksheets, and Art and Artist Profile worksheets. |
| 8. Resources are available digitally to support and encourage professional growth in research-proven pedagogical methods (ex; videos that teach and model). |  | Teacher Resources include Studio Experience Rubrics, Chapter Review Questions and Answers, Excerpt from Assessment in Art Education, Developing a Ceramics Studio, Studio Experiences (student content), Studio Experiences (teacher content), Ceramics Materials Vendor List, Vocabulary and Glossary Worksheets and Answers, and Art and Artist Profile worksheets and answers.  Video resources for the program are in production. The planned videos include Making Handles for Ceramic Mugs, Sgraffito, Mishima, Underglaze Transfers, Throwing on the Wheel: Cylinder, Throwing on the Wheel: Bowl, Preserving Student Work at the Leather-hard Stage.  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. |  | A detailed materials list for each Studio Experience lesson is included in the Teacher Edition point-of-use support. The Student Edition Studio Experience lessons include a simplified list of materials for reference and planning. The Teacher Resources includes Ceramic Materials Vendor List with suggestions for 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 Teacher Edition includes Safety in the Clay Studio (T9–T10) and Safety Notes in the Student Edition and point-of-use teaching supports. |
| 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. |  | The Teacher Edition content includes a variety of instructional strategies to engage students including group activities and discussions, responding to artworks, and creative practice with point-of-use supports such as Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art. Studio Experience Teacher Edition supports include Studio Objectives, Setup, Create It, Differentiated Instruction, and Documenting and Exhibiting Art. Students read about and respond to artwork in the main chapter content, Art History, Art Fundamentals, How To, Nontraditional Approaches, and Career Profiles. Studio Experiences include Before You Begin, Create It, Check It, Sketchbook Connection, and Rubrics to engage students with planning and ideation, producing work, reflecting on work in progress, assessing finished work, and connecting ideas. Chapter Reviews include Review questions (Recall, Understand, Apply, Analyze, Evaluate), Writing about Art, and For Your Portfolio for students to revisit concepts and demonstrate understanding. |
| 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. |  | Images of fine art and professional work featured throughout the program are representative of a diverse range of cultures, ethnic groups, and countries including African Diasporic and Latinx people. Each chapter includes Art History, Nontraditional Approaches, and Career Profiles to engage students with a diverse range of artists to consider art through different lenses and perspectives. Chapter Review questions and Writing about Art offer opportunities for students to consider artists’ lenses and perspectives using steps in the art criticism process. |
| 3. Resources provide opportunities for students to practice applying the standards (independent and group practice). |  | Opportunities for students to practice applying the standards in either independent or group practice are offered throughout the program in discussions exploring concepts, individual and group responses to art, art practice activities, and studio lessons. Try It, For Your Sketchbook, and How To activities encourage independent and group practice. Art History and Art Fundamentals include individual and group responses to art, history, and culture. Studio Experiences include group discussions and independent and collaborative artmaking. Chapter Reviews include Review questions (Recall, Understand, Apply, Analyze, Evaluate), Writing about Art, and For Your Portfolio.  Teacher Edition supports for independent and group practice include Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art. |
| 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. |  | Information in the Student Edition of the program is presented in a clear, visually organized design support by engaging images of fine art and graphics. Key Terms are listed at the beginning of each chapter and identified in the content in bold for students to understand in context. The Teacher Edition content offers support for students to understand vocabulary and concepts in the point-of-use supports such as Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art. |
| 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.  Video resources for the program are in production. The planned videos include Making Handles for Ceramic Mugs, Sgraffito, Mishima, Underglaze Transfers, Throwing on the Wheel: Cylinder, Throwing on the Wheel: Bowl, Preserving Student Work at the Leather-hard Stage. |
| 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). |  | The program includes a variety of ways to engage learners and meet the needs of all students. The Teacher Edition Teach content includes class discussions about the lesson content with as Teaching Tips, Inquiry, Interdisciplinary Connection, Aesthetics, Art Criticism, Art History, Design Extension, Advanced, Differentiated Instruction, and Documenting and Exhibiting Art. Try It, How To, For Your Sketchbook, Studio Experiences, and Chapter Review include independent and group work for a variety of learning styles.  The Student Edition includes Your English Language Skills (373–374).  Teacher Edition Teaching from Experience Clay 3rd Edition includes Differentiated Instruction (T10–T11) and Improving English Language Skills (T11–T15) with guidance for addressing the needs of all students. |
| 2. Dual Language - Student content in Spanish is available in print and digital and is equitable to content available in English. |  | Experience Clay is available in English only. |
| 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 Florida B.E.S.T. standards, benchmarks, and clariﬁcations. These resources are included in the Teacher’s Edition in print and digital formats. |  | Teacher Edition Teaching from Experience Clay 3rd Edition includes Improving English Language Skills (T11–T15) with guidance for addressing the needs English language learners and Spanish speakers, including language structures and cross-linguistic strategies. Differentiated Instruction point-of-use supports in the Teacher Edition include strategies for English language learners. |
| 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. |  | Teacher Resources include Studio Experience Rubrics, Chapter Review Questions and Answers, Studio Experiences (student content), Studio Experiences (teacher content), Vocabulary and Glossary Worksheets and Answers, and Art and Artist Profile worksheets and answers. |
| 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 and graphics that align with the chapter topics to help students learn new concepts and skills.  The program is scaffolded to guide students through the chapter content including introducing concepts, explaining processes and techniques, hands-on How To experiences, Art Fundamentals, Art History, and Nontraditional Approaches. Studio Experiences support students through the creative process with Before You Begin, Create It, Check It, Sketchbook Connection, and Rubrics.  Video resources for the program are in production. The planned videos include Making Handles for Ceramic Mugs, Sgraffito, Mishima, Underglaze Transfers, Throwing on the Wheel: Cylinder, Throwing on the Wheel: Bowl, Preserving Student Work at the Leather-hard Stage.  Teacher Resources include Studio Experience Rubrics, Chapter Review Questions and Answers, Excerpt from Assessment in Art Education, Developing a Ceramics Studio, Studio Experiences (student content), Studio Experiences (teacher content), Ceramics Materials Vendor List, Vocabulary and Glossary Worksheets and Answers, and Art and Artist Profile worksheets and answers |
| 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 Teacher Edition includes guidance for Using the Internet in the Clay Studio (T7). Opportunities to engage with technology or adapt content for technology are included in Teacher Edition point-of-use supports and the Mixed Media chapter. |
| 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. |  | The Teacher Edition includes point-of-use supports with opportunities for diagnostic and alternative assessments in class discussions, group discussions, and skill acquisition.  Studio Experiences include Check It and Rubrics for student self-assessment. Rubrics for the Studio Experiences are included in the Student Edition.  Chapter Reviews offer opportunities for summative assessment with Review Questions (Recall, Understand, Apply, Analyze, Evaluate), Writing about Art, and For Your Portfolio. The Teacher Edition includes review question answers.  Teacher Resources include Studio Experience Rubrics, Chapter Review Questions and Answers, Excerpt from Assessment in Art Education, Studio Experiences (student content), Studio Experiences (teacher content), Vocabulary and Glossary Worksheets and Answers, and Art and Artist Profile worksheets and answers. |
| 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. |  | Studio Experiences include assessment around modeling, illustrating, performance, presentations, and demonstrations in the Before You Begin, Create It, Check It, and Sketchbook Connection steps, as well as point-of-use Teacher Edition supports. Chapter Reviews include Review Questions (Recall, Understand, Apply, Analyze, Evaluate), Writing about Art, and For Your Portfolio. |
| 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 Chapter Review questions are included in the Teacher Edition point-of-use supports. |
| 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 navigated  efficiently. |
| 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 feedback  electronically 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 on  any 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 be  downloaded by the teacher. Portfolios can also  be 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)