Name of Evaluator Initials

The School District of Palm Beach County

K-12 Arts Education Instructional Materials Adoption Evaluation Rubric

|  |
| --- |
| Name of Publisher: Davis Publications |
| Tile of Submission: Explorations in Art Second Edition Grades 1 through 6 |
| 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 |

|  |  |  |
| --- | --- | --- |
| Section 1.1: Content | Score | Comments |
| 1. Content is aligned to all standards, benchmarks, and clariﬁcations identiﬁed in the State Course Description. |  | Each grade level of the program includes six units, each organized around a Big Idea relevant to students’ lives to foster meaningful connections to artworks across time and place. Essential Questions promote student inquiry, reflection, and exploration. Each unit encourages students to explore Essential Questions that explore Big Ideas that unite all people—from around the world and across time.  The programs are 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 PDFs titled:  Explorations-in-Art-2E-Grade-1\_Florida\_5001020-Art-Grade-1\_Correlations-by-Standard.pdf  Explorations-in-Art-2E-Grade-2\_Florida\_5001030-Art-Grade-2\_Correlations-by-Standard.pdf  Explorations-in-Art-2E-Grade-3\_Florida\_5001040-Art–Intermediate-1\_Correlations-by-Standard.pdf  Explorations-in-Art-2E-Grade-4\_Florida\_5001050-Art–Intermediate-2\_Correlations-by-Standard.pdf  Explorations-in-Art-2E-Grade-5\_Florida\_5001060-Art–Intermediate-3\_Correlations-by-Standard.pdf  Explorations-in-Art-2E-Grade-6\_Florida\_0101100-MJ-Visual-Art-1\_Correlations-by-Standard.pdf |
| 2. Benchmarks are not taught in isolation but are purposely combined or stacked to support student learning. |  | Units in the program include three lesson strands that ensure benchmarks are combined and stacked to support student learning. Each strand provides a specific focus on the unit’s Big Ideas and Essential Question. The first two lessons in the strand introduce art and design concepts through classroom discussions and hands-on Studio Time activities. The third lesson in each strand is a Studio Exploration that provides cumulative reinforcement and exploration of lesson concepts using a five-step studio process to guide students through the creative process. Each unit also includes a Unit Review to revisit and assess understanding of vocabulary and key concepts in a variety of ways. |
| 3. Texts are aligned to appropriate grade-level text complexity requirements. |  | Each grade level of 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 Editions include Unit Planning Guides at the beginning of each unit with a clear overview of artworks, the studio medium, and studio materials. Lessons in a strand build upon one another, culminating in a Studio Exploration 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. |  | Each unit is divided into three strands, exploring different aspects of the Essential Question. The first two lessons of the strand begin with fine art images and real-world examples and discussion prompts for student inquiry, engagement with the lesson topic, and exploration of the images. This is followed by a Studio Time create activity with clear prompts and steps for artmaking. The lesson Close in the Teacher Editions include Quick Question Review, Aesthetic Awareness to connect the concepts outside of class time, and Explore the Essential Question.  The final lesson of each strand, a Studio Exploration, systematically follows a five-step studio process. What Ideas Will You Explore (Student Edition) and Introduce the Studio (Teacher Edition) introduce the goals of the Studio Exploration and encourages students to reflect on what they will explore. Inspiration from Art (Student Edition) and Explore the Images (Teacher Edition) engage students in responding to art. Step 1 Explore allows students to explore ideas, materials, images, objects, techniques, and tools before they begin their studio. Step 2 Create includes four technique illustrations to model the use of materials and tools. Step 3 Reflect and Revise encourages students to revise their artworks as they revisit the studio evaluation criteria they previewed in Things to Remember. Step 4 Finish Up encourages students to think about their artwork one last time before they consider it complete. Step 5 Reflect and Present teaches students the importance of reflecting on what they have learned about themselves as artists, and what techniques, materials, forms, and media they may use in the future. Art Criticism at the end of the lesson is an opportunity for students to respond to a student artwork using describe, analyze, interpret, and evaluate questions. |
| 6. The materials guide students to develop various artistic techniques and thinking skills. |  | Each grade level of the program guides students to explore and develop skills around artistic techniques such as drawing, sculpture, clay, painting, mixed media, printmaking, graphic design, collage, and assemblage. Teach through Inquiry guides students to develop thinking skills to engage with various art concepts and approaches, explore fine art and real-world images, think through the creative process, and use the steps in the art criticism process to respond to art. |
| 7. The materials oﬀer opportunities to develop intellectual rigor appropriate to the grade or skill level through artmaking. |  | Each grade level of the program is designed to be appropriate for that particular grade and skill level. Teach through Inquiry engages students with the concepts and approaches for the lesson and explorations of artworks. The studio process provides opportunities to develop intellectual rigor to explore materials and ideas, create with tools and materials, think through revisions, complete work, and reflect and present their work. |
| 8. The questions and tasks eﬀectively promote critical thinking, artistic skills, and knowledge, aligning clearly with the Florida B.E.S.T. standards. |  | Critical thinking questions throughout the lessons and in each Unit Review encourage higher-level thinking, analysis, exploration, and reflection. Teach through Inquiry Engage, Explore the Images, and Create questions and tasks promote inquiry, critical thinking, knowledge acquisition, and artistic skills. |
| 9. Questions and tasks encourage student creative and artistic expression. |  | Throughout the program, questions and tasks take students seriously as art-makers who explore ideas, materials, and techniques. They are provided opportunities to make choices while thinking about what they have created in the past and how they might work in the future. As students create their own artworks and respond to artworks made by others in the lessons, they investigate ideas and construct meaningful connections to learning and inquiry across the curriculum, including connections with the other arts. In addition, each unit highlights STEAM connections and investigations that are prompted by careful consideration of contemporary art and artists. |
| 10. Questions are sequenced to build knowledge by guiding students to delve deeper into their art form. |  | The strands that make up each unit are designed to sequence information and guide students to engage with progressively deeper explorations of the art form. Each strand provides a specific focus on the unit’s Big Ideas and Essential Question. Within the first two lessons of a strand, text in the Student Editions includes questions to build knowledge around the lesson concepts and a Studio Time activity to produce related work. The third lesson of the strand, a Studio Exploration, is a deeper studio lesson in which questions encourage students to explore ideas, create work, reflect on and refine their work, finish their work, reflect and present their work, and use the steps of art criticism to describe, analyze, interpret, and evaluate a student work. |
| 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 and real-world images are representative of a diverse range of cultures, ethnic groups, and countries including African Diaspora, Asian American, Bhutan, Brazil, China, Costa Rica, Egypt, Ghana, Hispanic and Latinx American, India, Indigenous American and First Nations, Indonesia, Iran, Japan, Korea, Mali, Mexico, Nepal, Panama, Peru, Tibet, Vietnam. |
| 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. |  | Authentic connections to history and cultures from around the world are supported in the Teaching through Inquiry content of the Teacher Editions. Additional background information is provided in the Art History, About the Artist, and About the Artwork supports in the Teacher Editions. Units on Traditions, Celebrations, Special Times, and other Big Ideas infuse history and culture with artmaking approaches and techniques. |
| 18. Indexes and glossaries are included. |  | The Teacher Editions include glossaries in English and Spanish, as well as the Indexes from the Studio Editions. The Student Editions include glossaries with terms in English and Spanish, as well as indexes. |
| Section 1.1: Content Subtotal | /72 |  |
|  | | |

|  |  |  |
| --- | --- | --- |
|  | | |
| Section 1.2: Artistic Processes | Score | Comments |
| 1. The materials allow students to generate and conceptualize artistic ideas and create works. |  | Each lesson in the program allows student to generate and conceptualize artistic ideas and create works through inquiry discussions and studio activities (Studio Time and Studio Exploration). |
| 2. The materials encourage students to organize and develop artistic ideas and work. |  | Each lesson promotes inquiry for students to develop artistic ideas and work. In the Studio Exploration lessons, students follow a five-step artistic process to organize ideas and develop work. |
| 3. The materials include opportunities for reﬂection and feedback, helping students reﬁne and ﬁnalize their artistic work. |  | Each Studio Exploration includes Reflect and Revise, as well as Finish Up, as part of the five-step studio process. Step 4 Finish Up encourages students to think about their artwork one last time before they consider it complete. Step 5 Reflect and Present teaches students the importance of reflecting on what they have learned about themselves as artists, and what techniques, materials, forms, and media they may use in the future. |
| 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 three lesson strands for a progression of skills, support for student development, and refinement of artistic techniques. The first two lessons in the strand introduce art and design concepts through classroom discussions and hands-on Studio Time activities. Assess and Close in the Teacher Editions provide evaluation criteria and reviews at the end of each lesson for analysis and feedback. The third lesson in each strand is a Studio Exploration that provides cumulative reinforcement and exploration of lesson concepts using a five-step studio process to guide students through the creative process. This includes Reflect and Refine and Reflect and Present for presentation, analysis, and feedback. The Teacher Editions also include Assess with Studio Evaluation Criteria and Rubrics, as well as Close activities. |
| 5. The materials allow students to express meaning through performance, presentation, or production. |  | Each lesson in the program includes studio activities for students to express meaning through art production. Studio Explorations include Reflect and Present for students to share and present their work. The Teacher Editions also include ideas for Presenting and performance through Theater, Dance, and Music Connections Across the Arts. |
| 6. The materials allow students to perceive and analyze artistic work of their own, their peers, and other artists. |  | Each lesson in the program includes fine art and real-world examples for students to perceive and analyze the work of other artists. Questions in the Studio Time activities allow students to perceive and analyze their worn work. The Studio Explorations include Reflect and Revise and Reflect and Present for students to perceive and analyze their own work and the work of their peers. Studio Explorations also include Art Criticism to describe, analyze, interpret, and evaluate a student artwork. |
| 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. |  | The unit themes, based on Big Ideas, are designed to engage students with meaningful artmaking that connects to the human experience. Each unit begins with a Unit Introduction that includes Unit Background for the Teacher with information About the Human Experience and About Art, Design, and Human Experience in relation to the unit theme. By understanding the theme, Big Ideas and the Essential Question, students connect each lesson to their personal experiences and world. Societal, cultural, and historical contexts are addressed in the Teach through Inquiry and Art History, About the Artist, and About the Artwork in the Teacher Editions. Units on Traditions, Celebrations, Special Times, and other Big Ideas infuse history and culture with artmaking approaches and techniques. |
| 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 Unit Introduction incudes Teach through Inquiry and Unit Background for the Teacher in the Teacher Editions for educators to teach and understand the unit theme.  The lessons are chunked into Prepare (Lesson Objectives and Materials), Teach through Inquiry (Engage, Explore the Images, and Studio Support), Assess (Studio Evaluation Criteria), and Close (Quick Question Review, Aesthetic Awareness, and Explore the Essential Question). Engage and Explore in Teach through Inquiry include supports for student group discussions. The Create steps support independent student work. Assess and Close are opportunities for formative assessment.  The Teacher Editions include a variety of point-of-use supports for scaffolding and enrichment suggestions. Thes include Differentiated Instruction, Process Tips, Portfolio Tips, Studio Options, Safety Tips, Presenting, About the Artist/About the Artwork/Art History, Children’s Trade Books, Reading Comprehension, Language Arts, Writing Process, Connections Across the Arts, STEAM, History, Social Studies, and Visual Culture. |
| 2. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaﬀolding strategies, etc.) |  | Each unit begins with a Planning Guide in the Teacher Editions for an overview of the unit, including Unit theme/big idea, Essential Question, Strands, lesson titles, pacing suggestions, artworks, studio topics, vocabulary terms, materials, Cross-Curricular Connections and Children’s Trade Books.  Each lesson in the Teacher Editions provides planning support the Prepare, Teach through Inquiry, Assess, and Close the lesson, including suggested language and questions. Teach through Inquiry allows for a scaffolded approach of supporting student inquiry in group settings and gradually moving toward independent work.  Additional point-of-use supports for planning instruction are included in the Teacher Editions, such as Differentiated Instruction, Process Tips, Portfolio Tips, Studio Options, and Safety Tips. |
| 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 Editions, shared or close reading in the Student Editions, lessons that directly align to the standards, Differentiated Instruction point-of-use supports in the Teacher Editions, and foundational skills developed through inquiry and process-based studios.  Writing is an important feature of the program. Students are provided opportunities to reflect upon, in writing, ideas associated with making and responding to art. The process approach to art-making in Explorations in Art aligns with the writing process that students learn in language arts. Point-of-use teaching support in the Teacher Editions include Reading Comprehension, Language Arts, and Writing Process. Unit Reviews include Writing About Art, Critical Thinking, Reflect and Present, and Art Criticism. |
| 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. |  | Each lesson includes support for meeting the individual needs of students. Tips include support for English Language Learners, Spanish Speakers, Special Needs, Advanced, and Extra Help.  The Teacher Editions include Planning, Teach through Inquiry, Assess, Close, and a variety of point-of-use supports to assist teachers in effectively implementing the materials and engage and support student developmental progress. Each unit in the Teacher Editions includes a list of Unit Resources for guidance on using Digital Fine Art Images and Reproducible Resources in the Teacher Resources. |
| 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 Editions include a Program Overview (R4–R5) with Philosophy and Features of the Program and Structure of the Program for effectively planning and delivering instruction.  Professional learning articles are included in each Teacher Edition of the program. These include The Place of Art in STEAM (R12); Choice in the Elementary Art Room (R13); Using a Research Journal in the Art Room (R14–R15); Visual Literacy (R16–R17); Design Thinking (R18–R19); Differentiated Instruction (R20–R23); Guiding Explorations in Art (R24–R25); Introducing Media and Techniques (R26–R31); Helping Students Learn (R32–R33); Strategies for Assessment (R34–R35); Guiding Response to Art (R36–R37); Teaching Art with a Global Perspective (R38); Teaching About Styles, Periods, and World Cultures (R39–R41); Art in Daily Life (R42); and Art in the Total Curriculum (R43).  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 Place of Art in STEAM (R12); Choice in the Elementary Art Room (R13); Using a Research Journal in the Art Room (R14–R15); Visual Literacy (R16–R17); Design Thinking (R18–R19); Differentiated Instruction (R20–R23); Guiding Explorations in Art (R24–R25); Introducing Media and Techniques (R26–R31); Helping Students Learn (R32–R33); Strategies for Assessment (R34–R35); Guiding Response to Art (R36–R37); Teaching Art with a Global Perspective (R38); Teaching About Styles, Periods, and World Cultures (R39–R41); Art in Daily Life (R42); and Art in the Total Curriculum (R43). |
| 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.  Aesthetic Awareness prompts in the Close section of the Teacher Edition lessons engage students with concepts from the lesson outside of school. Student Handouts and Artroom Reference Sheets in the Teacher Resources can be shared with parents/guardians to assist with student learning. Artroom Reference Sheets are available in English and Spanish. |
| 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 Explorations are provided as PDF downloads with pacing suggestions, Essential Question, Big Idea, Resources, Prepare, Teach through Inquiry with step-by-step guidance, Art Criticism, Assess, Close, and Student Handouts with reference graphics, studio process, art criticism, and rubric.  The Image Collection for each grade level of 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. |  | Each unit in the Teacher Editions includes a Planning Guide with materials lists. The materials for each studio activity are also includes in the Teacher Edition Prepare section. The Teacher Editions also include Art Materials and Supplies (R52–R53) with a comprehensive list of supplies needed per student or table 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.  Throughout the Teacher Editions, Safety Tips provide guidance for safe practices in artmaking and using art supplies. In the Student Editions, Studio Exploration graphics demonstrate safe practices. Art Safety (182) in the Studio Editions also provides guidance for safety in the art classroom. |
| 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 first two lessons in each strand in the Student Editions include content-specific information and questions, fine art and/or real-world examples, and a Studio Time activity with step-by-step instructions and student examples to engage students with the content and media and master benchmarks. The Teacher Editions for these lessons include Teach through Inquiry with Engage, Explore the Images, and Create strategies. Additional strategies and supports are included in the point-of-use content of the Teacher Editions.  Studio Explorations in the Student Editions include What Ideas Will You Explore?, Inspiration from Art, Inspiration from Our World, the 5-step studio process, and Art Criticism for students to engage with the content, respond to art, and work through the creative process. The Teacher Editions include Teach through Inquiry with Introduce the Studio, Explore the Images, and Studio Exploration with strategies to guide students in engaging with the content and media, as well as to master benchmarks. Additional strategies and supports are included in the point-of-use content of the Teacher Editions.  A STEAM lesson in each Unit provides additional strategies to guide and engage students in connecting art concepts and other subject areas in collaborative artmaking experiences. The Teacher Editions have Teach through Inquiry with Engage; Explore the Images; Research and Collaborate; and Create, Reflect, Revise to guide student engagement. |
| 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. |  | The Student Editions include fine art images and real-world examples to help students explore the relevant experiences and contributions of African Diasporic and Latinx people. In the Teacher Editions, Children’s Trade Book suggestions provide opportunities for further engagement through secondary resources. The Teacher Edition Teach through Inquiry: Explore the Images content and About the Artist/About the Artwork/Art History supports provide opportunities for students to consider the resources. Units on Traditions, Celebrations, Special Times, and other Big Ideas infuse history and culture with artmaking approaches and techniques, giving students varied opportunities to consider the content through 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 respond to art and studio activities. The STEAM lesson included in each unit offers opportunities for group practice. 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 Editions and Teacher Editions is clear and visually organized. Vocabulary terms are listed and highlighted in context in the Student Editions. Fine art images, real-world examples, and graphics engage learnings with grade-level content. In the Teacher Editions, Teach through Inquiry Engage, Explore the Images, and Create/Studio Exploration content provide strategies and scaffolding for understanding the vocabulary terms. Point-of-use teaching supports include Differentiated Instruction, Language Arts, Writing Process, and Reading Comprehension 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. Artroom Reference Sheets are available in English and 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). |  | Lessons throughout the program include a variety of teaching supports to ensure the curriculum is both rigorous and attainable for all students. There are multiple pathways for students to meet the objectives, including Teach through Inquiry, Process Tips, Research Journal, Studio Options, connections to other subject areas, and Differentiated Instruction. The Differentiated Instruction supports have differentiation and adaptations for five categories of learners: Extra Help, Advanced, Spanish Speakers, English Language Learners, and Special Needs. |
| 2. Dual Language - Student content in Spanish is available in print and digital and is equitable to content available in English. |  | Vocabulary terms are listed in English and Spanish in both the lessons and Student Edition glossary. The Teacher Editions include glossaries in both English and Spanish. Artroom Reference Sheets are available in both English and Spanish. |
| 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 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. |  | Student materials, including assessments, remediation, enrichment, and progress monitoring resources (in print or digital format), are available in English. Any Spanish materials available are noted above in #2. |
| 5. The materials, resources, and ancillary materials oﬀer scaﬀolding support through sensory, graphic, and interactive tools that align with art area concepts. |  | The Student Editions include fine art images and real-world examples, as well as graphics that align with the Studio Exploration artmaking instruction to help students learn new concepts and skills.  The lessons in the Teacher Editions are scaffolded to guide students in Teach through Inquiry with Engage with concepts, Explore the Images, and Create/Studio Exploration.  Lessons Plans are provided as PDF downloads with content from the Teacher Edition and student handouts with graphics to support art area concepts.  Teacher Resources include student handouts such as Pres-Assessments, Compare and Contrast, 5-Step Studio Process, Student Criticism, STEAM Explorations, Fine Art Criticism, and Unit Review Assessments. |
| 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 includes a variety of point-of-use teacher supports for adapting lessons, including STEAM with technology options, Process Tip, Differentiated Instruction, and Visual Culture. |
| 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. This includes Teach through Inquiry Engage, Explore the Images, and Create/Studio Exploration content during class discussions and artmaking. The Teacher Editions also includes Prepare: Lesson Objectives, Assess: Studio Evaluation Criteria, Assessment Rubric, and Close activities as assessment opportunities.  Unit Reviews include matching phrases to images, Writing About Art, Critical Thinking, Reflect and Present, and Art Criticism in the Studio Edition for summative assessment. The Teacher Edition Unit Review also includes Review the Unit Objectives, Review the Big Ideas, Review Art and Design Concepts, and Portfolio Review, Reflection and Presentation activities.  Teacher Resources include Pre-Assessment, Compare and Contrast, 5-Step Studio Process, Student Criticism, Fine Art Criticism, ad Unit Review Assessments 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 Editions include 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. Close includes additional assessment through Quick Question Response, Aesthetic Awareness, and Explore the Essential Question. |
| 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. |  | The Teacher Editions include possible answers for Art Criticism in the Studio Explorations and Unit Reviews. Supports and guidance for student responses to the Unit Review are also 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 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)