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: Explorations in Art Second Edition Kindergarten |
| 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. |  | Explorations in Art 2E Kindergarten is designed for students to explore art media and processes, concepts, and ideas through hands-on exploration of tools, media, and processes, as well as discussions about artworks and the artmaking process using learned vocabulary terms.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 PDF titled:Explorations-in-Art-2E-Kindergarten\_Florida\_5001010-Art-Grade-Kindergarten\_Correlations-by-Standard.pdf |
| 2. Benchmarks are not taught in isolation but are purposely combined or stacked to support student learning. |  | Through discussions about artworks and real-world photographs, explorations of art media and tools, engagement with subject matter, the development skills in sequenced encounters with artmaking processes, and shared reflections about artmaking, students are taught combined and stacked benchmarks within individual lessons and across lesson strands. |
| 3. Texts are aligned to appropriate grade-level text complexity requirements. |  | The Student Edition lesson materials are aligned to the kindergarten level. Teacher discussion points in the Teach section of each lesson are developed to align with kindergarten grade-level comprehension. |
| 4. The materials are coherent regarding both artistic domain and genre. |  | The program is organized by unit for a coherent organization of topics. These include exploring materials and approaches to artmaking, exploring one subject (insects) in different media, found materials, clay exploration, line printing, design, sewing, animals as subject matter, color, and buildings/communities. Each unit explores specific processes and approaches to learning offered by the visual arts. The lessons build sequentially throughout the year to develop children’s skills with a variety of expressive media. Teacher Edition openers for each unit introduce the Big Ideas and Essential Questions that ground work in the visual arts.  |
| 5. Lessons provide systematic, explicit instruction and connect multiple learning standards across multiple artistic processes. |  | Each lesson follows a clear, systematic structure for responding to art, engaging with art processes, and reflecting on the artmaking experience. In the Student Edition, lessons begin with fine art and/or real-world examples to begin discussions of concepts in art. This is followed by Explore, a hands-on, step-by-step artmaking experience. The Teacher Edition content begins with Prepare to list objectives, materials, setup, and vocabulary for the lesson. Teach content for each lesson includes Engage to introduce the lesson topic and discuss the artwork/real-world image; Explore to demonstrate and practice art techniques, tools, and materials; and Create to facilitate student artmaking and reflection. Variations/Extensions provide opportunities to adapt the lesson to meet student needs. Teaching Tips include support for handling materials and tools, student engagement, and documenting student learning. About the Artist/About the Artwork provides background information for the artworks featured in the lesson. Assessment includes a scale for grading and assessing the lesson.  |
| 6. The materials guide students to develop various artistic techniques and thinking skills. |  | Artistic techniques in the program include creating with natural and found materials; drawing media such as crayons, markers, and pastel; tearing, cutting, and constructing with paper; painting with watercolor and tempera, including mixing colors; clay sculpture and utilitarian objects; line stamp printing; design; and sewing. Initial exploration of techniques, tools, and media lead to extended engagement with techniques in a variety of subjects.Students engage their analytical thinking skills and increase their vocabulary while explaining their own work and the work of others throughout each lesson. Acquiring and using descriptive language occurs when students explore fine art and real-world examples, explain their work, share their intentions, or observe interesting qualities in a classmate’s work. |
| 7. The materials oﬀer opportunities to develop intellectual rigor appropriate to the grade or skill level through artmaking. |  | Opportunities for grade-level appropriate intellectual rigor and skills are offered throughout each lesson. As teachers guide the lesson content in the Teach section, students develop skills in responding to works of art, communicating using vocabulary terms, and exploring and expressing ideas in art subject matter and processes.  |
| 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 Student Edition include grade-level appropriate questions to guide students engagement with the fine art and real-world examples, lesson topics, and approaches to art. The step-by-step Explore steps promote artistic skills and critical thinking in approaching the artmaking processed for each lesson. The Teach section of each lesson in the Teacher Edition includes Engage tasks to promote critical thinking about the artwork and real-world examples. The Explore tasks and questions provide opportunities to practice skills and development knowledge around art processes ad concepts. The Create steps encourage critical thinking in applying artistic skills and knowledge to create and discuss personal artwork.  |
| 9. Questions and tasks encourage student creative and artistic expression. |  | Student Edition lessons include questions to guide students engagement with the fine art and real-world examples, lesson topics, and approaches to art to begin to explore creativity and artistic expression. Explore steps guide students through the artistic process while encourage individual creative and artistic expression.The Teach section of each lesson in the Teacher Edition includes Engage tasks and questions to explore creativity and artistic expression the artwork and real-world examples. The Explore tasks and questions provide opportunities to develop skills needed for creativity and artistic expression. The Create steps encourage students to apply their learning for creative and artistic expression.  |
| 10. Questions are sequenced to build knowledge by guiding students to delve deeper into their art form. |  | Within each lesson, the Teach section of the Teacher Edition includes sequenced questions and engagement to build knowledge throughout the lesson. Within each unit, the lessons are sequenced to build upon previously learned knowledge to delve deeper into the art form and engage with the unit topic in deeper ways. |
| 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. |  | The fine art examples throughout the program reflect a wide range of experiences and ethnicities, including artists from Gee’s Bend, Cambodia, Japan, Ghana, Nigeria, Indonesia, Bangladesh, Mexico, and Argentina.  |
| 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. |  | As students explore the fine art images in the Student Edition, the Teacher Edition includes questions for discussion related to the images in the Teach: Engage section. About the Artist/About the Artwork content in the Teacher Edition provides additional background information to support engagement. |
| 18. Indexes and glossaries are included. |  | An English glossary, Spanish glossary, and index are included in the Teacher Edition. An index is included in the Student Edition. |
| 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. |  | Lessons in the Student Edition engages students with fine art and real-world examples, lesson topics, and approaches to art to conceptualize artistic ideas. The step-by-step Explore steps promote artistic skills and critical thinking in approaching the artmaking processed to create works.The Teach section of each lesson in the Teacher Edition includes Engage tasks to conceptualize artistic ideas about the artwork and real-world examples. The Explore tasks and questions provide opportunities to practice skills and development knowledge around art processes ad concepts to begin generating ideas. The Create steps encourage critical thinking in applying artistic skills and knowledge to create personal artwork. |
| 2. The materials encourage students to organize and develop artistic ideas and work. |  | Step-by-step instructions and illustrations in the Explore section of the Student Edition lessons encourage students to organize and develop their artistic ideas and work. The sequenced steps of the Teach section in the Teacher Edition supports the organization and development of artistic ideas and work Engage (artwork discussion and lesson instruction), Explore (practice with art processes and ideas), and Create (producing and sharing artwork). |
| 3. The materials include opportunities for reﬂection and feedback, helping students reﬁne and ﬁnalize their artistic work. |  | Throughout the sequenced process of the Teach: Create steps, students are able to reflect on their work and obtain feedback to refine and finalize their work. Share and Reflect steps provide opportunities for students to discuss their approaches and plan next steps.  |
| 4. The materials oﬀer a structured progression of skills, supporting student development and reﬁnement of artistic techniques through presentation, analysis, and feedback. |  | Throughout each unit, students engage in lessons that are designed to build upon previously learned skills to support student development and refinement of artistic techniques. Within a lesson, students progress through responding to fine art and real-world examples, practicing skills, and creating artwork. Share and Reflect prompts offer opportunities to present, analyze, and gain feedback about their work.  |
| 5. The materials allow students to express meaning through performance, presentation, or production. |  | The Teacher Edition Teach: Create content includes opportunities for students to express meaning while producing and sharing their work. Select lessons include developing displays and participating in classroom museum walkthroughs to present their work. |
| 6. The materials allow students to perceive and analyze artistic work of their own, their peers, and other artists. |  | Each lesson in the Student Edition includes fine art and real-world examples for students to perceive and analyze the work of others. Share and Reflect in the Teacher Edition Teach: Create section provide opportunities for students to perceive and analyze their own work and the work of their peers. Select lessons include developing displays and participating in classroom museum walkthroughs to perceive and analyze the work of peers. |
| 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. |  | Fine art and real-world images from throughout history and around the world are included to provide societal, cultural, and historical contexts to enhance student artistic literacy. Lesson explorations of subjects and media encourage students to connect knowledge and personal experience with artmaking, including designing personal characters, making self-portraits in clay and paint, and drawing buildings in the community. |
| 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
 |  | Each unit in the Teacher Edition begins with a Unit Opener, which provides Big Ideas, an Essential Question, and connections to thinking and working as artist and designers. The Unit Opener also includes an introduction to the unit to explain the goals and rationale of the lessons in the unit, an overview of the lessons in the unit, and images of student work. Each lesson plan in the Teacher Edition is chunked into clear sections. The lesson plan begins with Prepare to list objectives, materials, setup, and vocabulary for the lesson. Teach content for each lesson includes Engage to introduce the lesson topic and discuss the artwork/real-world image; Explore to demonstrate and practice art techniques, tools, and materials; and Create to facilitate student artmaking and group reflection. Variations/Extensions provide opportunities to adapt the lesson to meet student needs. Teaching Tips include support for handling materials and tools, student engagement, and documenting student learning. About the Artist/About the Artwork provides background information for the artworks featured in the lesson. Assessment includes a scale for grading and assessing the lesson. |
| 2. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaﬀolding strategies, etc.) |  | The Teacher Edition includes Philosophy and Structure of the Program (x–xi) with Three Fundamentals of Education, Choices in the Curriculum, and Aims and Content to support teachers in using the program. Setting the Tone: Notes on Teaching (xii–xvii) provides support and strategies for planning instruction with sections on Establish Guidelines, Enthusiasm, Demonstrating and Giving Instructions, Helping Children Improve Their Work, Continuing an Exploration, The Power of Story, Music to Set the Tone, Allow Time for Children to Share, Documenting and Display, What to Do When a Child Finishes Early, Cleanup, Maintaining Order in the Classroom, and Interpreting and Reporting Progress: Assessment. |
| 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 Lesson Resources with suggested children’s trade books and other resources in each lesson; lessons that directly align to the standards; Variations/Extensions in each lesson for differentiated instruction; foundational skills in exploring tools, materials, and processes that are sequentially developed throughout the program; lessons for students to develop their writing skills at the kindergarten level (Unit 5 Explore Line Printing).  |
| 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. |  | This curriculum makes connections with every aspect of a child’s development. While exploring the potential of a variety of artists’ tools and materials, children construct the understandings and approaches to learning that they need to succeed in art and other subject areas. Tiered instruction in the Teacher Edition lessons address diverse learner needs in the step-by-step, child-center instruction. Variations/Extensions provide additional support to adapting lessons to meet student needs.  |
| 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. |  | Professional learning opportunities and curriculum implantation are available through Davis Publications. A bibliography in the Teacher Edition lists suggested materials for teachers’ content knowledge and pedagogy. Best practices for planning and delivering instruction are included in Philosophy and Structure of the Program (x–xi) and Setting the Tone: Notes on Teaching (xii–xvii) in the Teacher Edition. |
| 6. The materials present the program's teaching methodologies and research-based and evidence-based strategies to support educators' understanding and eﬀective implementation. |  | The Teacher Edition includes Philosophy and Structure of the Program (x–xi) with Three Fundamentals of Education, Choices in the Curriculum, and Aims and Content to present the program’s teaching methodologies and strategies. Setting the Tone: Notes on Teaching (xii–xvii) provides support and strategies for understanding and effective implementation with sections on Establish Guidelines, Enthusiasm, Demonstrating and Giving Instructions, Helping Children Improve Their Work, Continuing an Exploration, The Power of Story, Music to Set the Tone, Allow Time for Children to Share, Documenting and Display, What to Do When a Child Finishes Early, Cleanup, Maintaining Order in the Classroom, and Interpreting and Reporting Progress: Assessment. |
| 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, Variations/Extensions, and Teaching Tips to support and enhance student progress and achievement.The program include advise for educators to engage parents and guardians in art education, encouraging them to become advocates for student learning. Teacher Resources handouts can be sent home to support learning outside of school. Teacher Edition content in the lessons has suggestions for communicating with families to gather found materials, use lesson resources outside of school, and make connections to ideas in their own lives. |
| 8. Resources are available digitally to support and encourage professional growth in research-proven pedagogical methods (ex; videos that teach and model). |  | Lessons Plans are provided as PDF downloads with pacing suggestions, Essential Question, Big Idea, Resources, Prepare, Teach, Assess, Variations/Extensions, Related Lessons, and Student Handouts. 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. |  | Each lesson in the Teacher Edition includes a list of materials in the Prepare section. There is also a comprehensive list of Supplies and Materials in the Teacher Edition (R97–R105) with suggested supplies and guidance on obtaining the materials. |
| 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 lessons, guidance on safe practice for artmaking and using art supplies is included such as Scissor Safety and Needles Safety for sewing projects. |
| 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. |  | Lessons in the Student Edition engage students with fine art and real-world examples, lesson topics, and approaches to art to conceptualize artistic ideas. The step-by-step Explore steps promote artistic skills and critical thinking in approaching the artmaking processed to create works.The Teach section of each lesson in the Teacher Edition includes Engage tasks to conceptualize artistic ideas about the artwork and real-world examples. The Explore tasks and questions provide opportunities to practice skills and development knowledge around art processes ad concepts to begin generating ideas. The Create steps encourage critical thinking in applying artistic skills and knowledge to create personal artwork. |
| 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 Edition includes fine art images to help students explore the relevant experiences and contributions of African Diasporic and Latinx people. In the Teacher Edition, Children’s Trade Book suggestions provide opportunities for further engagement through secondary resources. The Teacher Edition Teach: Engage content and About the Artist/About the Artwork supports provide opportunities for students to consider the resources.  |
| 3. Resources provide opportunities for students to practice applying the standards (independent and group practice). |  | Each lesson in the Student Edition includes an Explore section for students to practicing applying the standards in both independent and 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 Student Edition lessons are designed to be clear and visually organized, showing fine art and/or real-world examples and engagement statements/questions on one page and Explore with step-by-step artmaking instructions on the other page. The Teacher Edition lessons are also visually organized with color-coded sections for Prepare and Teach, as well as boxes for Variations/Extensions and Teaching Tips. The Teach content and Variations/Extensions provide targeted strategies for teaching vocabulary and concepts and engage learners with grade-level content.  |
| 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.The program includes advise for educators to engage parents and guardians in art education, encouraging them to become advocates for student learning. Teacher Resources handouts can be sent home to support learning outside of school. Teacher Edition content in the lessons has suggestions for communicating with families to gather found materials, use lesson resources outside of school, and make connections to ideas in their own lives. |
| 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 engages all students with the age-appropriate lesson objectives and point-of-use teaching strategies. The Teach section of the Teacher Edition has Engage, Explore, and Create steps for explaining the lesson, looking at art, suggesting questions and comments to promote idea-sharing, and pointing out potential challenges. The Variations/Extensions section offers suggestions for lesson differentiation and adaptation, whether students need additional supports or finish their artwork early. The Teaching Tips section of each lesson has ideas for classroom management and ways to make sure each lesson is successful for all students.  |
| 2. Dual Language - Student content in Spanish is available in print and digital and is equitable to content available in English. |  | Vocabulary is listed in English and Spanish in the Teacher Edition. The Teacher Edition also includes glossaries 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 FloridaB.E.S.T. standards, benchmarks, and clariﬁcations. These resources are included in the teacher edition in print and digital formats. |  | The Teacher Edition lists English and Spanish vocabulary side-by-side to show differences and overlaps. Glossaries and both English and Spanish can be used to enhance language proficiency. |
| 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 Edition includes fine art images and real-world examples, as well as graphics that align with the Explore artmaking instruction to help students learn new concepts and skills. The lessons in the Teacher Edition are scaffolded to guide students through Exploring the images, Engaging with techniques and materials, and Creating art independently. Lessons Plans are also provided as PDF downloads with content from the Teacher Edition and student handouts with graphics to support art area concepts.  |
| 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 platform 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 Extensions/Variations with information about how to adapt the lessons based on student and classroom needs. |
| 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 platform 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 demonstrate their understanding throughout the lesson in responding to Engage questions, practicing techniques in the Explore steps, and producing personal work in the Create steps. Objectives and an Assessment scale are provided with each lesson for guidance on interpreting performance. |
| 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 lesson Teach steps include opportunities for assessment based on demonstrating and modeling in the Explore section as well as presentations and performance tasks in the Create section. Documenting children’s learning is reinforced throughout the program Teaching Tips to record student comments and artwork as means of gaining insight into student progress and development. |
| 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. |  | Assessment rubrics in the Teacher Edition include guidance based on the lesson Objectives. The Teach content includes possible responses to questions in the text.  |
| 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 |  |

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| 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:

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| 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)