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: Exploring Visual Design Fourth 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. |  | Exploring Visual Design Fourth Edition engages students in the elements of art and principles of design in discussions supported by fine art and real-world examples, skill building opportunities, and Studio Experiences.  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:  Exploring-Visual-Design-4E\_Florida\_0101005-MJ-Exploring-Two-Dimensional-Art\_Correlations-by-Standard.pdf |
| 2. Benchmarks are not taught in isolation but are purposely combined or stacked to support student learning. |  | Content in the program is presented with fine art images, real-world examples, and graphics for student response and comprehension. Try it, Discuss it, and Note it boxes engage students in hands-on skill building experiences and group discussions. Studio Experiences include Take a look, Think about it, Do it, and Check it for students to respond to art, plan their work, create personal artworks, and revise, refine, and assess their work.  The Teacher’s Edition includes lesson plans at the beginning of each chapter that provide Teach content to support content in the Student Edition with questions and references for teaching the lesson content, responding to images, and practice artmaking processes. Point-of-use content in the Teacher’s Edition encourages exploration and discussion around Materials and Techniques, Cooperative Learning, Digital Connection, Design Extension, Inquiry, Higher-Order Thinking Skills, Portfolio Tips, Context, Interdisciplinary Connections, and Performing Arts. |
| 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’s Edition supports for discussions, practice, and artmaking. |
| 4. The materials are coherent regarding both artistic domain and genre. |  | The Teacher’s Edition includes a Scope and Sequence T-12–T-17) and a Chapter Organizer at the beginning of each chapter with an overview of concepts, objectives, pacing, and Studio Experience. Each chapter is organized into topics around an element of art or principle of design, building up to a Studio Experience for students to demonstrate understanding and apply concepts learned. |
| 5. Lessons provide systematic, explicit instruction and connect multiple learning standards across multiple artistic processes. |  | The Teacher’s Edition includes Teacher Material at the beginning of each chapter with lesson plans for all the content in the Student Edition. The first lesson in each chapter includes Objectives and Chapter Opener content with explicit instruction in introducing the chapter topic. The other lesson plans include Objectives; Teach with explicit instruction for the content, images, and Try it/Discuss it prompts; and materials lists. Students engage with the lesson content, respond to artwork, participate in discussions, develop skills in art process and materials, and work in cooperative learning groups.  Studio Experience lessons in the Student Edition include Task, Take a Look, Think about it, Do it, Helpful Hints, and Check for systematic, explicit instruction with responding to art, planning, producing, reflecting, and presenting. The Teacher Materials for the Studio Experiences include Prepare, Teach, Assess, and Extend with systematic instruction to support the studio lesson in the Student Edition. |
| 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, learn about artists and artworks, develop artmaking skills, respond to artworks, follow the artistic process to make artwork. Artistic techniques taught in the program include drawing, painting, sculpture, ceramics, printmaking, photography, and mixed media/collage. |
| 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 Task, Take a Look, Think about it, Do it, Helpful Hints, and Check it. These steps provide opportunities to respond to art, plan artworks, produce artworks, and reflect on work in process and finished work. The Prepare, Teach, Assess, and Extend supports in the Teacher’s Edition include Before You Start for planning; Engage, Thinking Critically, and Classroom Management to support successful engagement with the lesson; Evaluation for assessing student work; and Linking Design Elements and Principles, Interdisciplinary Connections, and Inquiry to augment and extend the concepts taught. |
| 8. The questions and tasks eﬀectively promote critical thinking, artistic skills, and knowledge, aligning clearly with the Florida B.E.S.T. standards. |  | The Teach section of the lesson plans in the Teacher Materials at the beginning of each chapter include questions and tasks that effectively promote critical thinking, artistic skills, and knowledge, as well as the point-of-use Teacher’s Edition supports such as Higher-Order Thinking Skills, Inquiry, Cooperative Learning, and Design Extension.  Questions and tasks in the Studio Experiences promote critical thinking in responding to artworks and planning ideas, artistic skills in producing work, and knowledge in applying concepts and reflecting on work. |
| 9. Questions and tasks encourage student creative and artistic expression. |  | Try it activities included in each chapter encourage student creative and artistic expression while developing artistic skills. These activities are supported in the Teach content of the Teacher’s Edition Teacher Materials lesson plans.  Studio Experiences in each chapter encourage student creative and artistic expression in producing works of art while engaging with the creative process. |
| 10. Questions are sequenced to build knowledge by guiding students to delve deeper into their art form. |  | The chapters are sequenced to build knowledge around elements of art and principles of design, guiding students to gain a deeper understanding of looking at and producing works of art at the chapters and program progress. Students apply what they learn in Studio Experiences, which are sequenced to guide students through the art process for deeper engagement with the art form of the studio lesson.  Each chapter includes Another Look with Review Questions for students to reflect on and share what they learned. Art and You in each chapter includes Look Around, Find Out, and Be the Judge activities for deeper engagement with the chapter topic. |
| 11. Student content integrates diversity across ethnic groups and persons with disabilities, including, but not limited to, relevant graphics, images, authentic experiences, and names of African Diaspora, Hispanic, and Latinx cultures. Images are absent of racial, disability, and ethnic stereotypes. |  | Fine art images featured throughout the program are representative of a diverse range of cultures, ethnic groups, and countries including African Diaspora, Hispanic, Latinx, Aboriginal Australian, African, Asian, Indigenous America and First Nations, and Pacific Islander. Each chapter includes About the Artist and About the Artwork to engage students with a diverse range of artists. |
| 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 elements and principles are applied in works of art. Teacher Material Teach content and point-of-use Context information provide additional supports for the images.  The Teacher Material Chapter Review Assess content supports engaging students with the chapter artworks to explore history, culture, and styles.  Each chapter includes About the Artist and About the Artwork to engage students a diverse range of artists, history, and culture.  The Art and You section of each chapter includes opportunities for students to explore history and culture through works of art. |
| 18. Indexes and glossaries are included. |  | Both the Student Edition and Teacher’s Edition include a glossary (252–254) and index (259–261). The Teacher’s also includes a glossary in Spanish (Glosario, 284–286). |
| 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. |  | Try it activities and Studio Experiences in each chapter allow students to generate and conceptualize artistic ideas and create works. |
| 2. The materials encourage students to organize and develop artistic ideas and work. |  | Studio Experiences include Do it instructions that encourage students to organize and develop artistic ideas and work. This is supported in the Teacher’s Edition Teacher Materials for each Studio Experience, including Prepare: Before You Start and Teach: Engage. |
| 3. The materials include opportunities for reﬂection and feedback, helping students reﬁne and ﬁnalize their artistic work. |  | Studio Experiences include opportunities for reflection and feedback in the Do it and Check it steps. |
| 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 sequenced to build knowledge around elements of art and principles of design, guiding students through a structured progression of skills both within each chapter topic and throughout the program. Try it activities helps students build artistic skills and understand the chapter content. Students apply what they learn in Studio Experiences, which are sequenced to guide students through the art process for developing and refining artistic techniques.  Art and You in each chapter includes Look Around, Find Out, and Be the Judge activities for presentation, analysis, and feedback regarding the skills learned in the chapter. |
| 5. The materials allow students to express meaning through performance, presentation, or production. |  | Students express meaning in the Studio Experiences, producing and presenting their personally meaningful work.  The Teacher’s Edition point-of-use supports include Performing Arts for students to connect the art concepts to the performing arts. |
| 6. The materials allow students to perceive and analyze artistic work of their own, their peers, and other artists. |  | Lessons in the program include fine art examples for students to perceive and analyze the work of other artists. About the Artwork, About the Artist, Studio Experience: Take a look, and Art and You: Be the Judge engage students with perceiving and analyzing the work of other artists.  Students perceive and analyze their own work and the artistic work of peers in Studio Experiences and Art and You. |
| 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. |  | Studio Experience lessons throughout the program are designed for students to synthesize and connect their knowledge and personal experience with meaningful artmaking. Fine art examples referenced in the Take a look and Think about it prompts incorporate societal, cultural, and historic contexts to enhance artistic literacy. |
| 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’s Edition includes Teacher Materials at the beginning of each chapter with clear lesson plans. These include relevant pages in the Student Edition, Objectives, Teach content chunked into bullet points with direct instruction, student group work in discussions, and independent work in Try it activities.  The Teacher’s Edition Studio Experience Teacher Material lesson plans include pacing; Objectives; instruction with scaffolding and enrichment suggestions in the Teach and Extend sections; group work to engage with the studio and discuss artworks; independent work to produce artwork; and formative assessment in the Assess section. |
| 2. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaﬀolding strategies, etc.) |  | The Chapter Organizer at the beginning of each chapter in the Teacher’s Edition includes overviews, objectives, and pacing suggestions for different schedule options. Lesson plans in the Teacher Materials at the beginning of each chapter include suggested language, questions, and scaffolding strategies. The Teacher Material also includes Chapter Review Assess and Reteach suggestions and questions and ideas for Meeting Individual Needs. The Studio Experience Teacher Material includes pacing and suggestions what to teach each day of the lesson, suggested language, questions, and scaffolding strategies. |
| 1. Materials provide comprehensive lessons for a 180-day school year to support the teacher with planning for instruction. Includes:    * Shared Reading or Close Reading    * Explicit Standards-based Lessons    * Diﬀerentiated Instruction    * Foundational Skills    * Writing |  | Supports for planning instruction for a 180-day school year include Chapter Organizers; Teacher Materials at the beginning of each chapter with lesson plans, Chapter Review, and Meeting Individual Needs (differentiated instruction); and Studio Experience Teacher Material lesson plans. The Teacher Materials include support for shared or close reading of the Student Edition content, including About the Artwork and About the Artist features, and foundational skills in the Try it prompts. Point-of-use teaching supports such as High-Order Thinking Skills and Inquiry support planning for writing assignments. |
| 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 lesson plans in the Teacher Materials for 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, group discussions, and individual student work. Meeting Individual Needs in each chapter includes suggestions for supporting Students Acquiring English, Students with Special Needs, and Gifted and Talented students. Point-of-use teacher supports in the Teacher Edition support diverse learner needs with information for Materials and Techniques, Cooperative Learning, Digital Connection, Design Extension, Inquiry, Higher-Order Thinking Skills, Portfolio Tips, Context, Interdisciplinary Connections, and Performing Arts. |
| 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’s Edition includes an overview of The Exploring Visual Design Program (T-4–T11) and Scope and Sequence (T12–17) to support teachers in planning and delivering instruction. The Professional Handbook and Resource Guide (263–283) includes Career Resources, Portfolio Planning, Professional Articles about Portfolios and Philosophical Inquiry and Children, Improving English Language Skills, Alternative Resources and Supplies, Safety in the Classroom, Art Materials, and Art Suppliers.  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 includes an overview of The Exploring Visual Design Program (T-4–T11) to present the program’s teaching methodologies. These include guidance for using the Chapter Organizers to select teaching strategies, planning pages with lesson plans to structure lessons, annotated student pages to find point-of-use supports, and Studio Experience lesson plans to reinforce and extend the chapter topic. The Scope and Sequence (T12–17) provides an overview of discipline-based content such as art criticism and evaluate, creative studio experience, art history/cultures, aesthetic perceptions/responses, and links to other disciplines. |
| 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’s Edition Teach and point-of-use supports to support and enhance student progress and achievement.  Teacher Resources include Assessment with rubrics for each Studio Experience, extended Career Portfolios, and additional Studio Experiences for each chapter. |
| 8. Resources are available digitally to support and encourage professional growth in research-proven pedagogical methods (ex; videos that teach and model). |  | Lessons Plans for the Studio Experiences are provided as PDF downloads with pacing suggestions, Essential Question, Resources, Prepare, Teach through Inquiry with step-by-step guidance, Assess, Close, and Student Handouts with related graphics and artistic processes, the studio process, and rubric.  The Image Collection for the program provides curated fine art images in Davis Art Images for educators to show additional examples for responding to art.  Videos on Davis Digital include video tutorial support for using all the platform features, as well as video tutorials on Differentiated Instruction and Teaching through Inquiry. |
| 9. The materials include a comprehensive list of supplies required to support instructional activities. They also suggest supplemental supplies or resources as needed and provide guidance on obtaining any supplies not included in the materials. |  | The Teacher Materials lesson plans in the Teacher’s Edition include materials lists for Try it prompts and Studio Experiences. The Teacher’s Edition also includes Alternative Resources and Supplies (276), Art Materials (278–279) with materials listed for all chapters, and Art Suppliers (280–283) for 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.  Teacher’s Edition Teacher Materials Studio Experience lesson plans include Note on Materials and Tips with safe practices. Safety in the Classroom (277) is included in the Teacher’s Edition. |
| 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. |  | Lesson plans in the Teacher’s Edition Teaching Materials include a variety of instructional strategies to engage students including group activities and discussions, responding to artworks and real-world examples, reading and responding to About the Artist/About the Artwork, physical movement activities, and artmaking and skill building Try it support.  Studio Experience Teacher Materials lesson plans include engagement activities to introduce the lessons, research and planning, thinking critically about works of art, making connections to other elements and principles, inquiry, and interdisciplinary connections. |
| 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. |  | Fine art images 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 About the Artist and About the Artwork to engage students with a diverse range of artists to consider art through different lenses and perspectives. The Art and You section of each chapter includes opportunities for students to explore lenses and perspectives of African Diasporic and Latinx people. |
| 3. Resources provide opportunities for students to practice applying the standards (independent and group practice). |  | Each lesson plan in the Teacher Materials includes opportunities for students to practice applying the standards in either independent or group practice through group discussions to explore concepts and responses to art and studio activities. Try it and Discuss it activities encourage independent and group practice. Lesson plans in the Teacher’s 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. |  | Information in the Student Edition of the program is presented in a clear, visually organized design support by engaging images of fine art and real-world examples. Key Vocabulary is listed at the beginning of each chapter and identified in the content in bold/italic for students to understand in context. The Teacher’s Edition lesson plans in the Teacher Materials and point-of-use teaching supports offer scaffolding to support students in understanding vocabulary and concepts, including class discussions, cooperative learning, and higher-order thinking skills. |
| 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.  These materials are available in English only. |
| 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 is designed to engage all students through emersion in elements of art, principles of design, and process-based studios. In the Student Edition, Try it, Discuss it, and Art and You provide a range of activities to respond to art, think critically, and practice techniques.  Lesson plans in the Teacher’s Edition Teacher Materials include a variety of ways to engage students through class activities, group discussions, and independent work. The Teacher Materials also include Digital Connection with ideas for using design software and Meeting Individual Needs with strategies for Students Acquiring English, Students with Special Needs, and Gifted and Talented. Point-of-use teacher supports include Design Extension, Higher-Order Thinking Skills, Inquiry, and Cooperative Learning to address multiple learning styles. |
| 2. Dual Language - Student content in Spanish is available in print and digital and is equitable to content available in English. |  | Vocabulary terms are included in Spanish in the Teacher’s Edition, as well as the Teacher’s Edition Glosario (284–286). |
| 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. |  | The Teacher’s Edition includes Meeting Individual Needs with strategies for Students Acquiring English in each chapter. Vocabulary terms are included in Spanish in the Teacher’s Edition, as well as the Teacher’s Edition Glosario (284–286). The Teacher’s Edition also includes guidance for Improving English Language Skills (274–275). |
| 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, real-world examples, and graphics that align with the chapter topics to help students learn new concepts and skills.  Lesson plans in the Teacher’s Edition Teacher Material are scaffolded to guide students through the lesson and understand the lesson content.  Lessons Plans are provided as PDF downloads with content from the Teacher’s Edition and student handouts with the studio content and studio rubric.  Teacher Resources include Assessment with rubrics for each Studio Experience, extended Career Portfolios, and additional Studio Experiences for each chapter. |
| 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 Digital Connection and Meeting Individual Needs with information for adapting lessons in the Teacher Material at the beginning of each unit. Point-of-use teacher supports include Design Extension, High-Order Thinking Skills, Performing Arts, Interdisciplinary Connection, and Cooperative Learning for ways to adapt lessons. Studio Experience Teacher Material includes Extend ideas for Linking Design Elements and Principles, Interdisciplinary Connections, and Inquiry. |
| 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’s Edition Teacher Material lesson plans include opportunities for diagnostic and alternative assessments in class discussions, group discussions, and skill acquisition.  Studio Experiences include Check it for student self-assessment. The Teacher’s Edition Studio Experience lesson plans include Assess with studio evaluation for formative assessment. Rubric for the Studio Experiences are included in the Teacher Resources Assessment download.  The Teacher Material includes Chapter Review with Assess activities, Answers to Review Questions in the Student Edition, and Reteach for summative assessment. |
| 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’s Edition Teacher Materials include Chapter Review with a variety of Assess suggestions, including responding to Review Questions in the Student Edition, classroom displays/presentations, portfolio reviews and written responses, responses to artworks, and oral presentations and writing about aesthetics. Reteach suggestions to revisit concepts and images from the chapter. |
| 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’s Edition Chapter Review Teacher Materials. |
| 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:

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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)