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: The Visual Experience 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. |  | The Visual Experience Fourth Edition integrates art criticism, aesthetics, art history, and art production in lessons about engaging with art, elements of art, principles of design, and a variety of art media.  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:  The-Visual-Experience-4E\_Florida\_0101300-Two-Dimensional-Studio-Art-1\_Correlations-by-Standard.pdf |
| 2. Benchmarks are not taught in isolation but are purposely combined or stacked to support student learning. |  | Throughout each chapter students engage with and respond to fine art images, discuss the lesson topic, practice techniques in Try It and Skill Builder activities, and explore history and contemporary ideas in Art History and Evolving Ideas. Studio Experiences include responding to works of art; following the artistic process with ideation and planning, producing work, and reflecting on choices; presenting work; and writing about work.  Supports in the Teacher Edition include teach to engage students, use the text and art, extend lessons, and reinforce art history, criticism, aesthetics, and art production; Assess for evaluation techniques and suggested answers; and Close to summarize and reinforce content, provide ideas for discussions and activities, and help for students to connect to the lesson. |
| 3. Texts are aligned to appropriate grade-level text complexity requirements. |  | The program is aligned to appropriate grade-level complexity in both the Student Edition content and discussions and Teacher Edition supports for discussions, practice, and artmaking. |
| 4. The materials are coherent regarding both artistic domain and genre. |  | The Teacher Edition includes a Chapter Organizer at the beginning of each chapter with the Essential Question, Learning Objectives, Fine Art Images, and Key terms for an overview of the artistic domains and genres covered in the chapter. The chapters are structured into lessons with clear topics and objectives, including Art History, Evolving Ideas, and Responding to Art. |
| 5. Lessons provide systematic, explicit instruction and connect multiple learning standards across multiple artistic processes. |  | Lessons in each chapter of the program are organized around key topics for systematic, explicit instruction. Lesson objectives, fine art images, information presented, and activities such as Try It, Skill Builder, Interdisciplinary Connections, and Write about Art connect multiple learning standards across artistic processes. The Teacher Edition point-of-use support includes Teach, Assess, and Close for systematic, explicit instruction.  Studio Experience lessons include Studio Objectives, Before You Begin, Create It, Reflect, Presenting Your Work, Write about Art, and Rubrics for systematic, explicit instruction that connects responding to art, planning and ideation, art production, presentation, and reflection in the Studio Edition. Teacher Edition supports include Prepare, Teach, Assess, and Close. |
| 6. The materials guide students to develop various artistic techniques and thinking skills. |  | Lessons throughout the program build critical thinking skills as students learn about a variety of art concepts and techniques in each chapter; learn about artists and artworks in the chapter content, Art History, and Evolving Ideas; develop artmaking skills in Try It and Skill Builder activities; critique artworks in Responding to Art; and follow the artistic process to make artwork in Studio Experiences. Artistic techniques taught in the program include drawing, painting, sculpture, ceramics, printmaking, photography, mixed media/collage/assemblage, media arts, and installation. |
| 7. The materials oﬀer opportunities to develop intellectual rigor appropriate to the grade or skill level through artmaking. |  | The program includes grade-level appropriate Studio Experiences for each chapter. Students develop intellectual rigor through the steps in the process, which include Studio Objectives, Before You Begin, Create, Reflect, Digital Option, Presenting Your Work, and Write about Art. These steps provide opportunities to respond to art, plan artworks, produce artworks, reflect on work in process and finished work, and present work. Rubrics in the Student Edition support students in planning and evaluating their work. The Prepare, Teach, Assess, Close, and Differentiated Instruction supports in the Teacher Edition support successful engagement with the lesson and assessment. |
| 8. The questions and tasks eﬀectively promote critical thinking, artistic skills, and knowledge, aligning clearly with the Florida B.E.S.T. standards. |  | The Student Edition lessons include Write about Art, Try It, Skill Builder, and Interdisciplinary Connections activities with questions and tasks that promote critical thinking, artistic skills, and knowledge. Teacher Edition support includes Teach with questions and tasks for Create, Art Criticism, Art History, Perception.  Studio Experiences include questions and tasks throughout the Before You Begin, Create, Reflect, Digital Option, Presenting Your Work, and Write about Art steps to promote critical thinking, artistic skills, and knowledge. |
| 9. Questions and tasks encourage student creative and artistic expression. |  | Lessons throughout the program are designed to engage students with materials, tools, techniques, and processes to develop creative work and artistic expression. This includes understanding elements of art and principles of design to organize compositions and make meaning, understanding contemporary and historic approaches to artmaking in Evolving Ideas and Art History lessons, and exploring approaches to media choices such as drawing, painting, printmaking, media arts, performance art, and installation.  Studio Experiences include questions and tasks throughout the Before You Begin, Create, Reflect, Digital Option, Presenting Your Work, and Write about Art steps to encourage student creative and artistic expression. |
| 10. Questions are sequenced to build knowledge by guiding students to delve deeper into their art form. |  | Lessons in each chapter are sequenced to build student knowledge around the chapter topic, which is then used to produce or present work in Studio Experiences. The lessons include text, activities (Write about Art, Try It, Skill Builder, and Interdisciplinary Connections), and fine art image captions with questions to build knowledge and guide students to delve deeper. Teacher Edition supports are sequenced as Teach (Perception, Art History, Art Criticism, and Aesthetics), Assess, and Close to pose questions that build knowledge for deeper understanding. |
| 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, African, Asian, Indigenous America and First Nations, and Pacific Islander. Each chapter includes Art History and Evolving Ideas 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 the lesson concepts are applied in works of art. Teacher Edition Teach Art History content and About the Artist provide additional supports for the images.  Each chapter of the program includes Art History lessons to support rigorous instruction and connections to history and culture through a diverse group of artists. |
| 18. Indexes and glossaries are included. |  | Both the Student Edition and Teacher Edition include a glossary and index. |
| Section 1.1: Content Subtotal | /72 |  |
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| Section 1.2: Artistic Processes | Score | Comments |
| 1. The materials allow students to generate and conceptualize artistic ideas and create works. |  | The program content is designed for students to explore, understand, and apply artistic ideas in engaging with art, exploring elements of art and principles of design, and understanding approaches to a variety of media. Studio Experience lessons allow students to generate and conceptualize artistic ideas and create works to reinforce artistic approaches and apply what is learned in the chapter content. |
| 2. The materials encourage students to organize and develop artistic ideas and work. |  | Studio Experience lessons include Studio Objectives, Before You Begin, Create steps, Reflect, Presenting Your Work, and Write about Art to organize and develop artistic ideas and work. Teacher Edition supports include Prepare, Teach, Assess, and Close to encourage students to organize and develop artistic ideas and work. |
| 3. The materials include opportunities for reﬂection and feedback, helping students reﬁne and ﬁnalize their artistic work. |  | Studio Experience lessons include Create steps with opportunities for reflection and feedback to refine and finalize work. |
| 4. The materials oﬀer a structured progression of skills, supporting student development and reﬁnement of artistic techniques through presentation, analysis, and feedback. |  | The program is structured for students to define art and engage with artworks, develop an understanding for organizing and responding to art using elements and principles, and engage with a variety of art media to apply previously learned skills and develop new media-specific skills.  Throughout each chapter, lessons present topics and content for a structured progression of skills from introducing the content, teaching different aspects of the topic, supporting students to demonstrate their skills in Studio Experiences, and assessing knowledge and skills in Chapter Reviews.  Activities such as Try It, Write About Art, Skill Builder, Interdisciplinary Connections, Consider the Essential Question, Evolving Ideas: Collaborate, Responding to Art: Art Criticism, Studio Experiences and Chapter Reviews provide opportunities for presentation, analysis, and feedback. |
| 5. The materials allow students to express meaning through performance, presentation, or production. |  | Students express meaning in Studio Experience lessons in which they produce and present their personally meaningful work through steps in the artistic process that include Before You Begin, Create, Reflect, Presenting Your Work, and Write about Art.  Throughout the program lessons, students express meaning in Try It, Write about Art, Responding to Art: Art Criticism, and Evolving Ideas: Collaborate activities that involve performance, presentation, or production. |
| 6. The materials allow students to perceive and analyze artistic work of their own, their peers, and other artists. |  | Lessons throughout the program include fine art examples for students to perceive and analyze the work of other artists. Art History, Evolving Ideas, Responding to Art, and Studio Experiences engage students with perceiving and analyzing the work of other artists.  Studio Experiences include Create steps, Reflect, Presenting Your Work, and Write about Art for students to perceive and analyze their own work and the work of their peers. Teacher Resources include Self-Assessment handouts for students to perceive and analyze their own work and Peer Assessment handouts for student to perceive and analyze the work of their peers.  Chapter Reviews include For Your Portfolio and For You Sketchbook with opportunities for students to perceive and analyze their own work. |
| 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 in the lessons and referenced in Before You Begin 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 Editions include point-of-use lesson plans with content chunked into Prepare, Teach, Assess, and Close with additional supports such as About the Artist, More About, Differentiated Instruction, Research, Write about Art, and Interdisciplinary Connections. Lesson Objectives are listed in the Student Edition and Essential Questions are includes in the Prepare Teacher Edition content. Teach, Assess, and Close provide direct instruction with scaffolding, enrichment suggestions, and group discussions. Assess provides support for formative assessment and independent work.  Studio Experience lessons in the Teacher Edition include Prepare (pacing, materials, warm-up group instruction activity), Teach: Studio Experience (direct instruction with scaffolding, enrichment, and independent work), Assess: Self-Assessment for formative assessment, and Close with presentation ideas and though-provoking closing questions. Studio Objectives for the Studio Experience are listed in the Student Edition shown in the Teacher Edition at point-of-use. |
| 2. Materials provide lessons to support the teacher with planning for instruction (includes suggested language, questions, pacing, scaﬀolding strategies, etc.) |  | The Teacher Edition includes a Chapter Organizer at the beginning of each chapter with the Essential Question, Learning Objectives, Fine Art Images, Key Terms, and relevant Teacher Resources to support teacher planning. Prepare, Teach, Assess, and Close supports in the Teacher Edition include suggested language, questions, pacing, 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 |  | Content for planning instruction for a 180-day school year includes Chapter Organizers with Essential Question, Learning Objectives, and Key Terms; lessons in the Teacher Edition with Prepare, Teach, Assess, and Close supports for shared and close reading and foundational skills; Differentiated Instruction supports at point-of-use; Skill Builder, Try It, and Writing about Art activities; Responding to Art: Art Criticism activities; Evolving Ideas: Collaborate activities; Studio Experience lessons; and Chapter Reviews with Review questions, For Your Portfolio, For Your Sketchbook, and Research activities. |
| 4. The tiered instructional materials, resources, and ancillary materials are designed to address diverse learner needs. They include comprehensive guidance with detailed annotations and actionable suggestions to assist teachers in eﬀectively implementing both student and ancillary materials. The focus is on engaging students and supporting their developmental progress. |  | The chapter content lessons and Studio Experiences are designed to address diverse learner needs, offering a variety of ways to engage students with the content such as class discussions and demonstrations in the Teacher Edition Teach content, group discussions in Art History and Evolving Ideas, and individual student work in Responding to Art, Studio Experiences, and Chapter Reviews. The Teach, Assess, and Close content in the Teacher Edition include guidance and suggestions to assist teachers in implementing the materials to support student progress. The Teacher Edition point-of-use Differentiated Instruction includes Challenge, Special Needs, English Learners, and Spanish Speaker supports. |
| 5. The materials recommend curriculum-based professional learning opportunities to enhance teachers' content knowledge and pedagogy. They also provide best practices to support teachers in eﬀectively planning and delivering instruction. |  | The Teacher Edition includes About The Visual Experience (T4–T5), Chapter Features (T6–T16) (Chapter Organizers, Chapter Openers, Chapter Introductions, Lessons, Studio Experiences, Responding to Art, Art History and Evolving Ideas, Career Profiles and Chapter Review), Evolving Ideas Lessons Overview (T24–T26), Career Profiles Lessons Overview (T27–T29), Art History Lessons Overview (T30–T32), and Teacher Reference Materials (T485–T490) with Goals and Content and The Teacher Edition as a Resource to support planning and delivering instruction.  Additional professional learning opportunities and curriculum implantation are available through Davis Publications. |
| 6. The materials present the program's teaching methodologies and research-based and evidence-based strategies to support educators' understanding and eﬀective implementation. |  | The program’s teaching methodologies and strategies are presented in the Teacher Edition: About The Visual Experience (T4–T5), Chapter Features (T6–T16) (Chapter Organizers, Chapter Openers, Chapter Introductions, Lessons, Studio Experiences, Responding to Art, Art History and Evolving Ideas, Career Profiles and Chapter Review), Evolving Ideas Lessons Overview (T24–T26), Career Profiles Lessons Overview (T27–T29), Art History Lessons Overview (T30–T32), and Teacher Reference Materials (T485–T490) with Goals and Content and The Teacher Edition as a Resource. |
| 7. The materials provide comprehensive strategies to help students, parents, and caregivers understand the program. They also provide actionable guidance to support and enhance student progress and achievement. The materials include resources for teachers to communicate with parents and guardians in English, Spanish, Haitian-Creole, and Portuguese to reinforce skills and lessons taught. |  | Lessons in Davis Digital can be shared with colleagues, parents/guardians, and other teachers to assist with student learning beyond the artroom. Guidance is provided throughout the Teacher Edition point-of-use content to support and enhance student progress and achievement.  Teacher Resources include Chapter Review Questions, Chapter Tests, Rubrics, Self-Assessment, Peer Assessment, Art Critiques, Essential Questions, Evolving Ideas, Write about Art, Research Options, Interdisciplinary Connections, Art and Artists, Vocabulary, Career Profiles, and Support for Spanish Language Speakers. |
| 8. Resources are available digitally to support and encourage professional growth in research-proven pedagogical methods (ex; videos that teach and model). |  | Lessons Plans for the Studio Experiences are provided as PDF downloads with pacing suggestions, Essential Question, Resources, Prepare, Teach through Inquiry with step-by-step guidance, Assess, Close, and Student Handouts with the studio process, rubric, self-assessment, and peer assessment.  Video Resources for the program include Keeping a Sketchbook, Ideation: Choosing Themes, Concept Maps, Participatory Art, Engaging with Contemporary Art, Deconstructing Artwork, Installation Art in School Settings, Mirror Critique, In-Process Critique, Creating a Digital Portfolios, and Writing About Art.  The Image Collection for the program provides curated fine art images in Davis Art Images for educators to show additional examples for responding to art.  Videos on Davis Digital include video tutorial support for using all the platform features, as well as video tutorials on Differentiated Instruction and Teaching through Inquiry. |
| 9. The materials include a comprehensive list of supplies required to support instructional activities. They also suggest supplemental supplies or resources as needed and provide guidance on obtaining any supplies not included in the materials. |  | The Teacher Edition includes a detailed materials list in the Prepare section of each Studio Experience lesson. The Student Edition Studio Experience lessons include a simplified list of materials for reference and planning. |
| 10. The materials provide clear guidance, examples, and instructions for teachers on eﬀectively using embedded technology to enhance student learning. They also guide students on safe practices for artmaking and using art supplies. |  | Davis Digital includes video tutorials for effectively using the platform, the program books, Davis Art Images, Lessons, and Portfolios, all embedded technology included with Davis Digital to enhance student learning.  The Student Edition includes Safety Notes for guidance on safe practices for artmaking and using art supplies. The Student Handbook includes guidance for Painting Techniques (457), Printmaking (458–459), Clay Sculpture (460), Sculpture (461), and Photography (462). The Teacher Edition includes Safety in the Art Room (T489–T490). |
| Section 2: Teacher Support Materials Subtotal | /40 |  |
| Section 3: Student Instructional Supports | Score | Comments |
| 1. Various instructional strategies guide students to actively engage with the content and media and master the intended benchmarks. |  | The Teacher Edition Teach content includes a variety of instructional strategies to engage students including group activities and discussions, responding to artworks, and creative practice. Students read about and respond to artwork in Art History, Evolving Ideas, and Responding to Art lessons. Studio Experiences include Before You Begin, Create, Reflect, Printing Your Work, and Write about Art to engage students with responding to art, planning and ideation, producing work, reflecting on and assessing work and process, and presenting work. Chapter Reviews include Review questions (Recall, Understand, Apply, Analyze, Evaluate), For Your Portfolio, For Your Sketchbook, and Research for students to revisit concepts and demonstrate understanding. |
| 2. Lessons should use primary and secondary resources to explore the relevant experiences and contributions of African Diasporic and Latinx people. The content should provide varied opportunities for students to consider it through their lenses and perspectives. |  | 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 Art History and Evolving Ideas to engage students with a diverse range of artists to consider art through different lenses and perspectives. Responding to Art lessons are opportunities for students to consider artists’ lenses and perspectives using steps in the art criticism process. |
| 3. Resources provide opportunities for students to practice applying the standards (independent and group practice). |  | Opportunities for students to practice applying the standards in either independent or group practice are offered throughout the program in discussions exploring concepts, individual and group responses to art, art practice activities, and studio lessons. Try It and Skill Builder activities encourage independent and group practice. Art History, Evolving Ideas, and Responding to Art include individual and group responses to art, history, and culture. Studio Experiences include group discussions and independent and collaborative artmaking. Teacher Edition supports include Teach (Perception, Art History, Art Criticism, Aesthetics), Assess, and Close for group practice. |
| 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 and graphics. Key Terms are listed at the beginning of each chapter in English and Spanish and identified in the content in bold for students to understand in context. The Teacher Edition contents offers scaffolded support for students to understand vocabulary and concepts in the Teach, Assess, and Close sections for class and group practice. Point-of-use Teacher Edition supports include Differentiated Instruction, Interdisciplinary Connections, and Try It, Write about Art, and Research for independent practice. |
| 5. Parent/guardian resources are available in culturally responsive formats beyond print, including video and audio materials. Pre-made resources, such as letters and videos, inform families about each unit's expectations. These resources are provided in multiple languages, including English, Spanish, Portuguese, and Haitian Creole. |  | Davis Digital Portfolios can be shared with parents and guardians to showcase student work outside of the classroom. Lessons in Davis Digital can be shared with colleagues, parents/guardians, and other teachers to assist with student learning beyond the artroom. Teacher Resources handouts can be sent home to support learning outside of school.  Video Resources for the program include Keeping a Sketchbook, Ideation: Choosing Themes, Concept Maps, Participatory Art, Engaging with Contemporary Art, Deconstructing Artwork, Installation Art in School Settings, Mirror Critique, In-Process Critique, Creating a Digital Portfolios, and Writing About Art.  The Teacher Resources include Support for Spanish Language Speakers with Key Vocabulary and chapter introductions and summaries. |
| Section 3: Student Instructional Supports Subtotal | /20 |  |
| Section 4: Diﬀerentiated Instructional Support | Score | Comments |
| 1. Instructional strategies, materials, and resources address the needs of all students (accelerated learners, ESE, ELL, Multiple Learning Styles, Multi-tiered system of support, etc). |  | The program includes a variety of ways to engage learners and meet the needs of all students. The Teacher Edition Teach content includes class discussions about the lesson content with Perceive, Art History, Art Criticism, and Aesthetics topics. Evolving Ideas includes Activity: Collaboration for group work. Try It, Skill Builder, Writing about Art, Responding to Art, Studio Experiences, and Chapter Review include independent student work for a variety of learning styles. The Teacher Edition point-of-use Differentiated Instruction includes Challenge, Special Needs, English Learners, and Spanish Speaker supports. |
| 2. Dual Language - Student content in Spanish is available in print and digital and is equitable to content available in English. |  | Key Terms in English and Spanish are listed at the beginning of each chapter. The Teacher Resources include Support for Spanish Language Speakers with Key Vocabulary and chapter introductions and summaries. |
| 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 Edition point-of-use Differentiated Instruction includes supports for English Learners and Spanish Speaker such as cross-linguistic strategies and highlighting differences and overlaps between English and Spanish.  Key Terms in English and Spanish are listed at the beginning of each chapter. The Teacher Resources include Support for Spanish Language Speakers with Key Vocabulary and chapter introductions and summaries.  The Teacher Edition includes The Teacher Edition as a Resource: Supporting English Learners (T488). |
| 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. |  | Spanish glossaries in the SEs (where available) and Spanish handouts in the Teacher Resources (where available) |
| 5. The materials, resources, and ancillary materials oﬀer scaﬀolding support through sensory, graphic, and interactive tools that align with art area concepts. |  | The Student Edition includes fine art images and graphics that align with the chapter topics to help students learn new concepts and skills.  Lesson in the Teacher Edition are scaffolded to guide students through the lesson and understand the lesson content in Teach, Assess, Close and point-of-use Differentiated Instruction, Interdisciplinary Connections, and Try It, Write about Art, and Research.  Lessons Plans are provided as PDF downloads with content from the Teacher Edition and student handouts with the studio content, studio rubric, self-assessment, and peer assessment.  Video Resources for the program include Keeping a Sketchbook, Ideation: Choosing Themes, Concept Maps, Participatory Art, Engaging with Contemporary Art, Deconstructing Artwork, Installation Art in School Settings, Mirror Critique, In-Process Critique, Creating a Digital Portfolios, and Writing About Art.  Teacher Resources include Chapter Review Questions, Chapter Tests, Rubrics, Self-Assessment, Peer Assessment, Art Critiques, Essential Questions, Evolving Ideas, Write about Art, Research Options, Interdisciplinary Connections, Art and Artists, Vocabulary, Career Profiles, and Support for Spanish Language Speakers. |
| 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 Studio Experiences with optional materials and Digital Options for adapting the studio lessons. Point-of-use supports in the Teacher Edition include Teach content (Art History, Perception, Aesthetics, Art Criticism), Differentiated Instruction, Teaching Tips, and Try It and Write about Art support with information about lesson adaptations. |
| 5. Assistive technology software can be run in the background. Ex: magniﬁcation, text-to-speech, text-to-American Sign Language, Text-to-braille, on-screen keyboards, and speech-to-text computer control. |  | Davis Digital supports assistive technology. |
| 6. All PDFs are accessible (unlocked), allowing text to be highlighted, copied, and pasted. Additionally, all videos are captioned. |  | The Teacher Resources PDFs are accessible (unlocked). |
| Section 5: Accessibility Features Subtotal | /24 |  |
| Section 6: Assessment | Score | Comments |
| 1. The materials include various assessments—diagnostic, formative, summative, and alternative—that give students frequent opportunities to demonstrate their understanding. The assessment system includes multiple checkpoints to evaluate student learning and provides clear guidance for teachers on interpreting performance and follow-up actions. Scoring rubrics are included where needed. |  | The Teacher Edition lessons include Teach, Assess, and Close with opportunities for diagnostic and alternative assessments in class discussions, group discussions, and skill acquisition.  Studio Experiences include Reflect for student self-assessment. The Teacher Edition Studio Experience lesson plans include Assess with guidance for formative assessment. Rubric for the Studio Experiences are included in the Student Edition.  Chapter Reviews offer opportunities for summative assessment with Review Questions (Recall, Understand, Apply, Analyze, Evaluate), For Your Portfolio, For Your Sketchbook, and Research. The Teacher Edition includes review question answers and For Your Portfolio, For Your Sketchbook, and Research guidance. |
| 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 Assess content includes writing, group work, demonstrating, oral responses, ideation, illustration, and modeling. Studio Experiences include assessment around modeling, illustrating, writing, performance, presentations, and demonstrations in the Before You Begin, Create, Reflect, Presenting Your Work, and Write about Art steps. Chapter Reviews include Review Questions (Recall, Understand, Apply, Analyze, Evaluate), For Your Portfolio, For Your Sketchbook, and Research for writing, illustrating, demonstrating, modeling, presenting, and performance tasks. |
| 3. Assessment items are aligned to benchmark content. |  | Yes |
| 4. Assessment items are aligned to benchmark complexity. |  | Yes |
| 5. Assessment items are aligned to FLDOE Item Speciﬁcations. |  | Yes |
| 6. Assessment items include the rationale for incorrect answers. |  | Supports and guidance for student responses to the Chapter Review questions are included in the Teacher Edition point-of-use supports. |
| 7. Assessment platform provides accommodation functionality in alignment with state assessment guidelines; i.e., text-to-speech, speech-to-text, etc.) |  | Davis Digital supports assistive technology. |
| 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)