



## F.33 Visual Arts - Grades K-5

**PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)**

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

**PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.**

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**Section 1: Standards Review: Visual Arts**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

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- For this section, the provider/publisher will enter two citations per standard (Columns E and I). Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages within the materials.**
  - o **Column E:** Enter one citation in Column E from the **Student Edition/Student Workbook (student-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
  - o **Column I:** Enter one citation in Column I from the **Teacher Edition (teacher-facing core material)**. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. **Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided.
  - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

<b>Reviewer directions for Visual Arts Standards Review:</b>		<b>Columns E-H:</b> The provider/publisher will provide a citation from the <b>Student Edition or Student Workbook (student-facing core material, print and/or digital)</b> for the standard. Review the cited material and score the material by determining the degree to which it meets the standard: o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G. <b>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b> <b>o Each score cell (column F) will turn green as you score the materials.</b>	<b>Columns I-L:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material, print and/or digital)</b> for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and <b>provide evidence to support your determination:</b> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <b>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.</b> <b>o Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</b>			
		<b>Provider/Publisher Citation from Student Edition/Workbook</b>	<b>Score</b>	<b>If Scored D: Reviewer's Evidence for Publisher Citation</b>	<b>Provider/Publisher Citation from Teacher Edition</b>	<b>Score</b>

**Anchor Standard 1: Creating (Investigate/Plan/Make): Generate and conceptualize artistic ideas and work.**

**Enduring Understanding:** Creativity and innovative thinking are essential life skills that can be developed.  
**Essential Questions:** What conditions, attitudes, and behaviors support creativity and innovative thinking? What factors prevent or encourage people to take creative risks? How does collaboration expand the creative process?

1	VA: Cr1.1.Ka	K	Engage in exploration and imaginative play with materials.							
2	VA: Cr1.1.1a	1	Engage collaboratively in exploration and imaginative play with materials.							
3	VA: Cr1.1.1a	2	Brainstorm collaboratively multiple approaches to an art or design problem.							
4	VA: Cr1.1.3a	3	Elaborate on an imaginative idea.							
5	VA: Cr1.1.4a	4	Brainstorm multiple approaches to a creative art or design problem.							
6	VA: Cr1.1.5a	5	Combine ideas to generate an innovative idea for art-making.							

**Enduring Understanding:** Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.  
**Essential Questions:** How does knowing the contexts, histories, and traditions of art forms help us create works of art and design? Why do artists follow or break from established traditions? How do artists determine what resources and criteria are needed to formulate artistic investigations?

7	VA: Cr1.2.Ka	K	Engage collaboratively in creative art-making in response to an artistic problem.							
8	VA: Cr1.2.1a	1	Use observation and investigation in preparation for making a work of art.							
9	VA: Cr1.2.2a	2	Make art or design with various materials and tools to explore personal interests, questions, and curiosity.							
10	VA: Cr1.2.3a	3	Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process.							
11	VA: Cr1.2.4a	4	Collaboratively set goals and create artwork that is meaningful and has purpose to the makers.							
12	VA: Cr1.2.5a	5	Identify and demonstrate diverse methods of artistic investigation to choose an approach for beginning a work of art.							

**Anchor Standard 2: Creating (Investigate): Organize and develop artistic ideas and work.**

**Enduring Understanding:** Artists and designers experiment with forms, structures, materials, concepts, media, and art-making approaches.  
**Essential Questions:** How do artists work? How do artists and designers determine whether a particular direction in their work is effective? How do artists and designers learn from trial and error?

13	VA: Cr2.1.Ka	K	Through experimentation, build skills in various media and approaches to art-making.							
14	VA: Cr2.1.1a	1	Explore uses of materials and tools to create works of art or design.							
15	VA: Cr2.1.2a	2	Experiment with various materials and tools to explore personal interests in a work of art or design.							
16	VA: Cr2.1.3a	3	Create personally satisfying artwork using a variety of artistic processes and materials.							
17	VA: Cr2.1.4a	4	Explore and invent art-making techniques and approaches.							
18	VA: Cr2.1.5a	5	Experiment and develop skills in multiple art-making techniques and approaches through practice.							

**Enduring Understanding:** Artists and designers balance experimentation and safety, freedom and responsibility while developing and creating artworks.  
**Essential Questions:** How do artists and designers care for and maintain materials, tools, and equipment? Why is it important for safety and health to understand and follow correct procedures in handling materials, tools, and equipment? What responsibilities come with the freedom to create?

19	VA: Cr2.2.Ka	K	Identify safe and non-toxic art materials, tools, and equipment.							
20	VA: Cr2.2.1a	1	Demonstrate safe and proper procedures for using materials, tools, and equipment while making art.							
21	VA: Cr2.2.2a	2	Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces.							
22	VA: Cr2.2.3a	3	Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.							
23	VA: Cr2.2.4a	4	When making works of art, utilize and care for materials, tools, and equipment in a manner that prevents danger to oneself and others.							
24	VA: Cr2.2.5a	5	Demonstrate quality craftsmanship through care for and use of materials, tools, and equipment.							

**Enduring Understanding:** People create and interact with objects, places, and design that define, shape, enhance, and empower their lives.  
**Essential Questions:** How do objects, places, and design shape lives and communities? How do artists and designers determine goals for designing or redesigning objects, places, or systems? How do artists and designers create works of art or design that effectively communicate?

25	VA: Cr2.3.Ka	K	Create art that represents natural and constructed environments.							
26	VA: Cr2.3.1a	1	Identify and classify uses of everyday objects through drawings, diagrams, sculptures, or other visual means.							
27	VA: Cr2.3.2a	2	Repurpose objects to make something new.							
28	VA: Cr2.3.3a	3	Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.							
29	VA: Cr2.3.4a	4	Document, describe, and represent regional constructed environments.							
30	VA: Cr2.3.5a	5	Identify, describe, and visually document places and/or objects of personal significance.							

**Anchor Standard 3: Creating (Reflect/Refine/Continue): Refine and complete artistic work.**

**Enduring Understanding:** Artist and designers develop excellence through practice and constructive critique, reflecting on, revising, and refining work over time.  
**Essential Questions:** What role does persistence play in revising, refining, and developing work? How do artists grow and become accomplished in art forms? How does collaboratively reflecting on a work help us experience it more completely?

31	VA: Cr3.1.Ka	K	Explain the process of making art while creating.							
32	VA: Cr3.1.1a	1	Use art vocabulary to describe choices while creating art.							
33	VA: Cr3.1.2a	2	Discuss and reflect with peers about choices made in creating artwork.							
34	VA: Cr3.1.3a	3	Elaborate visual information by adding details in an artwork to enhance emerging meaning.							
35	VA: Cr3.1.4a	4	Revise artwork in progress on the basis of insights gained through peer discussion.							
36	VA: Cr3.1.5a	5	Create artist statements using art vocabulary to describe personal choices in art-making.							

**Anchor Standard 4: Presenting (Select): Select, analyze, and interpret artistic work for presentation.**

**Enduring Understanding:** Artists and other presenters consider various techniques, methods, venues, and criteria when analyzing, selecting, and curating objects, artifacts, and artworks for preservation and presentation.  
**Essential Questions:** How are artworks cared for and by whom? What criteria, methods, and processes are used to select work for preservation or presentation? Why do people value objects, artifacts, and artworks, and select them for presentation?

37	VA:Pr4.1.Ka	K	Select art objects for personal portfolio and display, explaining why they were chosen.							
38	VA:Pr4.1.1a	1	Explain why some objects, artifacts, and artwork are valued over others.							
39	VA:Pr4.1.2a	2	Categorize artwork based on a theme or concept for an exhibit.							
40	VA:Pr4.1.3a	3	Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork.							
41	VA:Pr4.1.4a	4	Analyze how past, present, and emerging technologies have impacted the preservation and presentation of artwork.							
42	VA:Pr4.1.5a	5	Define the roles and responsibilities of a curator, explaining the skills and knowledge needed in preserving, maintaining, and presenting objects, artifacts, and artwork.							
<b>Anchor Standard 5: Presenting (Analyze): Develop and refine artistic techniques and work for presentation.</b>										
<b>Enduring Understanding:</b> Artists, curators and others consider a variety of factors and methods including evolving technologies when preparing and refining artwork for display and or when deciding if and how to preserve and protect it.										
<b>Essential Questions:</b> What methods and processes are considered when preparing artwork for presentation or preservation? How does refining artwork affect its meaning to the viewer? What criteria are considered when selecting work for presentation, a portfolio, or a collection?										
43	VA:Pr5.1.Ka	K	Explain the purpose of a portfolio or collection.							
44	VA:Pr5.1.1a	1	Ask and answer questions such as where, when, why, and how artwork should be prepared for presentation or preservation.							
45	VA:Pr5.1.2a	2	Distinguish between different materials or artistic techniques for preparing artwork for presentation.							
46	VA:Pr5.1.3a	3	Identify exhibit space and prepare works of art including artists' statements, for presentation.							
47	VA:Pr5.1.4a	4	Analyze the various considerations for presenting and protecting art in various locations, indoor or outdoor settings, in temporary or permanent forms, and in physical or digital formats.							
48	VA:Pr5.1.5a	5	Develop a logical argument for safe and effective use of materials and techniques for preparing and presenting artwork.							
<b>Anchor Standard 6: Presenting (Share): Convey meaning through the presentation of artistic work.</b>										
<b>Enduring Understanding:</b> Objects, artifacts, and artworks collected, preserved, or presented either by artists, museums, or other venues communicate meaning and a record of social, cultural, and political experiences resulting in the cultivating of appreciation and understanding.										
<b>Essential Questions:</b> What is an art museum? How does the presenting and sharing of objects, artifacts, and artworks influence and shape ideas, beliefs, and experiences? How do objects, artifacts, and artworks collected, preserved, or presented, cultivate appreciation and understanding?										
49	VA:Pr6.1.Ka	K	Explain what an art museum is and distinguish how an art museum is different from other buildings.							
50	VA:Pr6.1.1a	1	Identify the roles and responsibilities of people who work in and visit museums and other art venues.							
51	VA:Pr6.1.2a	2	Analyze how art exhibited inside and outside of schools (such as in museums, galleries, virtual spaces, and other venues) contributes to communities.							
52	VA:Pr6.1.3a	3	Identify and explain how and where different cultures record and illustrate stories and history of life through art.							
53	VA:Pr6.1.4a	4	Compare and contrast purposes of art museums, art galleries, and other venues, as well as the types of personal experiences they provide.							
54	VA:Pr6.1.5a	5	Cite evidence about how an exhibition in a museum or other venue presents ideas and provides information about a specific concept or topic.							
<b>Anchor Standard 7: Responding (Perceive): Perceive and analyze artistic work.</b>										
<b>Enduring Understanding:</b> Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.										
<b>Essential Questions:</b> How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art?										
55	VA:Re7.1.Ka	K	Identify uses of art within one's personal environment.							
56	VA:Re7.1.1a	1	Select and describe works of art that illustrate daily life experiences of one's self and others.							
57	VA:Re7.1.2a	2	Perceive and describe aesthetic characteristics of one's natural world and constructed environments.							
58	VA:Re7.1.3a	3	Speculate about processes an artist uses to create a work of art.							
59	VA:Re7.1.4a	4	Compare responses to a work of art before and after working in similar media.							
60	VA:Re7.1.5a	5	Compare one's own interpretation of a work of art with the interpretation of others.							
<b>Enduring Understanding:</b> Visual imagery influences understanding of and responses to the world.										
<b>Essential Questions:</b> What is an image? Where and how do we encounter images in our world? How do images influence our views of the world?										
61	VA:Re7.2.Ka	K	Describe what an image represents.							
62	VA:Re7.2.1a	1	Compare images that represent the same subject.							
63	VA:Re7.2.2a	2	Categorize images based on expressive properties.							
64	VA:Re7.2.3a	3	Determine messages communicated by an image.							
65	VA:Re7.2.4a	4	Analyze components in visual imagery that convey messages.							
66	VA:Re7.2.5a	5	Identify and analyze cultural associations suggested by visual imagery.							
<b>Anchor Standard 8: Responding (Analyze): Interpret intent and meaning in artistic work.</b>										
<b>Enduring Understanding:</b> People gain insights into meanings of artworks by engaging in the process of art criticism.										
<b>Essential Questions:</b> What is the value of engaging in the process of art criticism? How can the viewer "read" a work of art as text? How does knowing and using visual art vocabularies help us understand and interpret works of art?										
67	VA:Re8.1.Ka	K	Interpret art by identifying subject matter and describing relevant details.							
68	VA:Re8.1.1a	1	Interpret art by categorizing subject matter and identifying the characteristics of form.							
69	VA:Re8.1.2a	2	Interpret art by identifying the mood suggested by a work of art and describing relevant subject matter and characteristics of form.							
70	VA:Re8.1.3a	3	Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood.							
71	VA:Re8.1.4a	4	Interpret art by referring to contextual information and analyzing relevant subject matter, characteristics of form, and use of media.							
72	VA:Re8.1.5a	5	Interpret art by analyzing characteristics of form and structure, contextual information, subject matter, visual elements, and use of media to identify ideas and mood conveyed.							
<b>Anchor Standard 9: Responding (Interpret): Apply criteria to evaluate artistic work.</b>										
<b>Enduring Understanding:</b> People evaluate art based on various criteria.										
<b>Essential Questions:</b> How does one determine criteria to evaluate a work of art? How and why might criteria vary? How is a personal preference different from an evaluation?										
73	VA:Re9.1.Ka	K	Explain reasons for selecting a preferred artwork.							
74	VA:Re9.1.1a	1	Classify artwork based on different reasons for preferences.							
75	VA:Re9.1.2a	2	Use learned art vocabulary to express preferences about artwork.							
76	VA:Re9.1.3a	3	Evaluate an artwork based on given criteria.							
77	VA:Re9.1.4a	4	Apply one set of criteria to evaluate more than one work of art.							
78	VA:Re9.1.5a	5	Recognize differences in criteria used to evaluate works of art depending on styles, genres, and media as well as historical and cultural contexts.							
<b>Anchor Standard 10: Connecting (Synthesize): Synthesize and relate knowledge and personal experiences to make art.</b>										
<b>Enduring Understanding:</b> Through art-making, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.										
<b>Essential Questions:</b> How does engaging in creating art enrich people's lives? How does making art attune people to their surroundings? How do people contribute to awareness and understanding of their lives and the lives of their communities through art-making?										

79	VA:Cn10.1.Ka	K	Create art that tells a story about a life experience.						
80	VA:Cn10.1.1a	1	Identify times, places, and reasons by which students make art outside of school.						
81	VA:Cn10.1.2a	2	Create works of art about events in home, school, or community life.						
82	VA:Cn10.1.3a	3	Develop a work of art based on observations of surroundings.						
83	VA:Cn10.1.4a	4	Create works of art that reflect community cultural traditions.						
84	VA:Cn10.1.5a	5	Apply formal and conceptual vocabularies of art and design to view surroundings in new ways through art-making.						
<b>Anchor Standard 11: Connecting (Relate): Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b>									
<b>Enduring Understanding:</b> People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.									
<b>Essential Questions:</b> How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?									
85	VA:Cn11.1.Ka	K	Identify a purpose of an artwork.						
86	VA:Cn11.1.1a	1	Understand that people from different places and times have made art for a variety of reasons.						
87	VA:Cn11.1.2a	2	Compare and contrast cultural uses of artwork from different times and places.						
88	VA:Cn11.1.3a	3	Recognize that responses to art change depending on knowledge of the time and place in which it was made.						
89	VA:Cn11.1.4a	4	Through observation, infer information about time, place, and culture in which a work of art was created.						
90	VA:Cn11.1.5a	5	Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.						

Section 2: Arts Content Review									
<p><b>PROVIDER/PUBLISHER INSTRUCTIONS:</b></p> <ul style="list-style-type: none"> <li>• Provider/Publisher citations for this section will refer to the <b>Teacher Edition (teacher-facing core material)</b> and/or <b>Student Edition/Student Workbook (student-facing core material)</b>. The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams.</li> <li>• For this section, the provider/publisher will enter two citations per criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. <b>Each citation should cover no more than 3 pages within the materials.</b> <ul style="list-style-type: none"> <li>o <b>Columns C and G:</b> Enter one citation in Column C and one citation in Column G from either the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b>. Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. <b>Any cells grayed out do not require a citation.</b></li> </ul> </li> <li>• The material will be scored for alignment with each criterion as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided. <ul style="list-style-type: none"> <li>o <b>NOTE: You may not use a citation more than once across ALL sections of the rubric.</b></li> </ul> </li> </ul>									
<p><b>Reviewer directions for Visual Arts Content Review:</b></p>			<p><b>Columns C-F:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p>Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.</p> <p><b>o Each score cell will turn green as you score the materials.</b></p>			<p><b>Columns G-J:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b></p> <ul style="list-style-type: none"> <li>o M = Meets the criterion</li> <li>o P = Partially meets the criterion</li> <li>o D = Does not meet the criterion</li> </ul> <p><b>o Each score cell and evidence cell will turn green as you score the materials.</b></p>			
Criteria #	Provider/Publisher Criteria Visual Arts Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback	
<b>FOCUS AREA 1 DISCIPLINARY LITERACY:</b>									
<b>Instructional materials incorporate reading, writing, and communicating within the arts disciplines.</b>									
1	Instructional materials provide students with multiple opportunities to engage with authentic sources that represent the language and style that is used and produced by performers/artists/technicians in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts.								
2	Instructional materials regularly engage students in speaking/listening, reading/writing, and performing cultural art activities. <i>(Culture: Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food.)</i>								
3	Instructional materials provide a coherent sequence of authentic sources that use vocabulary and knowledge over the course of study in each of the five arts disciplines: dance, media arts, music, theatre, and visual arts. Vocabulary is addressed as needed in the materials but not taught in isolation of deeper learning.								
4	Instructional materials address the necessity of using the five arts' disciplines (dance, media arts, music, theatre, and visual arts) across the curriculum.								
<b>FOCUS AREA 2 LEARNING PROGRESSIONS:</b>									
<b>Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.</b>									
5	Instructional materials guide students to apply critical thinking skills to convey meaning to the presentation of artistic work.								
6	Instructional materials provide students with multiple opportunities to revisit their learning around the National Core Arts Standards (NCAS).								
7	Instructional materials provide goals for learning that are integrated as three-dimensional learning.								
8	Instructional materials interpret intent and meaning in artistic work to focus students on learning goals.								
9	Instructional materials provide criteria for evaluating artistic work.								
10	Materials guide students in art to progress through learning of the 7 Elements of Art, specifically line, shape, form, value, color, and texture. Materials help students learn how these build upon each other in a work of art.								
<b>FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:</b>									
<b>Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.</b>									
11	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.								
12	Instructional materials reference New Mexico artists and their produced artwork.								
<b>FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:</b>									
<b>Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.</b>									
13	Teacher materials include information on the arts disciplines; background knowledge in the content area; support in three-dimensional learning; learning progressions; common student misconceptions and suggestions to address them; and guidance targeting speaking/reading/writing in an arts curriculum.								
14	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.								
15	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.								

Section 2: All Content Review									
<b>PROVIDER/PUBLISHER INSTRUCTIONS:</b> • Provider/Publisher citations for this section will refer to the <b>Teacher Edition (teacher-facing core material)</b> and/or <b>Student Edition/Student Workbook (student-facing core material)</b> . The cited Teacher Edition, Student Edition, and/or Student Workbook should correspond with titles and ISBNs entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also correspond with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams. If the review set is in print only, then that is what should be cited on the Form F and submitted for review by the review teams. • For this section, the provider/publisher will enter two citations per criterion (Columns C and G). Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. The citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. <b>Each citation should cover no more than 3 pages within the materials.</b> <b>o Columns C and G:</b> Enter one citation in Column C and one citation in Column G from either the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> . Each citation should direct the reviewer to a specific location in the materials that best meets the criterion. <b>Any cells grayed out do not require a citation.</b> • The material will be scored for alignment with each criterion as "Meets expectations," "Partially meets expectations," or "Does not meet expectations" based on the citations provided. <b>o NOTE: You may not use a citation more than once across ALL sections of the rubric.</b>									
<b>Reviewer directions for All Content Review:</b>			<b>Columns C-F:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F. <b>o Each score cell will turn green as you score the materials.</b>			<b>Columns G-J:</b> The provider/publisher will provide a citation from the <b>Teacher Edition (teacher-facing core material)</b> OR <b>Student Edition/Student Workbook (student-facing core material)</b> (print and/or digital) for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and <b>provide evidence to support your determination:</b> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <b>o Each score cell and evidence cell will turn green as you score the materials.</b>			
Criteria #	Provider/Publisher Criteria All Content	Provider/Publisher Citation	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback	
<b>FOCUS AREA 1 COHERENCE:</b>									
<b>Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.</b>									
1	Instructional materials address the full content contained in the standards for all students by grade level.								
2	Instructional materials support students to show mastery of each standard.								
3	Instructional materials require students to engage at a level of maturity appropriate to the grade level under review.								
4	Instructional materials are coherent, making meaningful connections for students by linking the standards within a lesson and unit.								
<b>FOCUS AREA 2 WELL-DESIGNED LESSONS:</b>									
<b>Instructional materials take into account effective lesson structure and pacing.</b>									
5	The Teacher Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. The design of the assignments show a purposeful sequencing of teaching and learning expectations.								
6	Within each lesson of the instructional materials, there are clear, measurable, standards-aligned content objectives.								
7	Within each lesson of the instructional materials, there are clear, measurable language objectives tied directly to the content objectives.								
8	Instructional materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.								
9	The visual design of the instructional materials (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.								
10	Instructional materials incorporate features that aid students and teachers in making meaning of the text.								
11	Instructional materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.								
<b>FOCUS AREA 3 RESOURCES FOR PLANNING:</b>									
<b>Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.</b>									
12	Instructional materials provide a list of lessons in the Teacher Edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter, and unit. <b>(Publisher citation only required.)</b>								
13	Instructional materials support teachers with instructional strategies to help guide students' academic development.								
14	Instructional materials include a Teacher Edition with useful annotations and suggestions on how to present the content in the student edition and in the supporting material.								
15	Instructional materials integrate opportunities for digital learning, including interactive digital components.								
<b>FOCUS AREA 4 ASSESSMENT:</b>									
<b>Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.</b>									
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <b>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</b>								
17	Instructional materials provide multiple formative and summative assessments, clearly defining which standards are being assessed through content and language objectives.								
18	Instructional materials provide scoring guides for assessments that are aligned with the standards they address, and that offer teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation and/or acceleration.								
19	Instructional materials provide appropriate assessment alternatives for English Learners, Culturally and Linguistically Diverse students, advanced students, and special needs students.								
20	Instructional materials include opportunities to assess student understanding and knowledge of the standards using technology.								
<b>FOCUS AREA 5 EXTENSIVE SUPPORT:</b>									
<b>Instructional materials give all students extensive opportunities and support to explore key concepts.</b>									
21	Instructional materials can be customized or adapted to meet the needs of different student populations.								
22	Instructional materials provide differentiated strategies and/or activities to meet the needs of students working below proficiency and those of advanced learners.								
23	Instructional materials provide appropriate linguistic support for English Learners and Culturally and Linguistically Diverse students, and accommodations and modifications for other special populations that will support their regular and active participation in learning content.								
24	Instructional materials provide strategies and resources for teachers to inform and engage parents, family members, and caregivers of all learners about the program and provide suggestions for how they can help support student progress and achievement. <b>(Publisher citation only required.)</b>								
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.								
<b>FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:</b>									
<b>Instructional materials represent a variety of cultural and linguistic perspectives.</b>									
26	Instructional materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds in the materials themselves and in the student discussions.								

27	Instructional materials provide a collection of images, stories, and information, representing a broad range of demographic groups, and do not make generalizations or reinforce stereotypes.							
28	Instructional materials provide context, illustrations, and activities for students to make interdisciplinary connections and/or connections to real-life experiences and diverse cultural and linguistic backgrounds.							
<b>FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.</b>								
29	Instructional materials include tools and resources to relate the content area appropriately to diversity in culture and language.							
30	Instructional materials include tools and resources that demonstrate multiple perspectives in a specific concept.							
31	Instructional materials engage students in critical reflection about their own lives and societies, including cultures past and present in New Mexico.							
32	Instructional materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							