



F.21 Media 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.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In (if applicable):	Website:	Username:	Password:

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
SECTION	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
Standards Review	0	300	
Arts Content Review	0	91	
All Content Review	0	209	
TOTAL SCORE	0	600	
Percent Score	0%		

FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes:
Verified 80%-89% (Y/N)		
Verified 79% or Lower (Y/N)		
Facilitator Name:		

CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	72	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

Section 1: Standards Review: Media Arts

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and **Student Edition/Student Workbook (student-facing core material)**. 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.
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 - 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.**

<p>Reviewer directions for Media Arts Standards Review:</p>	<p>Columns E-H: The provider/publisher will provide a citation from the Student Edition or Student Workbook (student-facing core material), print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard:</p> <ul style="list-style-type: none"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>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.</p> <p>o Each score cell (column F) will turn green as you score the materials.</p>	<p>Columns I-L: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material), print and/or digital) for the standard. Review the cited material, score the material by determining the degree to which it meets the standard, and provide evidence to support your determination:</p> <ul style="list-style-type: none"> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <p>o Each score cell (column J) and evidence cell (column L) will turn green as you score the materials.</p>
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Criteria #	Standard	Grade Level	F.21 Media Arts Grades K-5	Provider/Publisher Citation from Student Edition/Workbook	Score	If Scored D: Reviewer's Evidence for Publisher Citation	Provider/Publisher Citation from Teacher Edition	Score	Required: Reviewer's Evidence for Publisher Citation	Comments, other citations, or feedback
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Anchor Standard 1: Creating (Conceive): Generate and conceptualize artistic ideas and work.

Enduring Understanding: Media arts ideas, works, and processes are shaped by the imagination, creative processes, and by experiences, both within and outside of the arts.

Essential Questions: How do media artists generate ideas? How can ideas for media arts productions be formed and developed to be effective and original?

1	MA: Cr1.1.K	K	Discover and share ideas for media artworks using play and experimentation.							
2	MA: Cr1.1.1	1	Express and share ideas for media artworks through sketching and modeling.							
3	MA: Cr1.1.2	2	Discover multiple ideas for media artworks through brainstorming and improvising.							
4	MA: Cr1.1.3	3	Develop multiple ideas for media artworks using a variety of tools, methods and/or materials.							
5	MA: Cr1.1.4	4	Conceive of original artistic goals for media artworks using a variety of creative methods, such as brainstorming and modeling.							
6	MA: Cr1.1.5	5	Envision original ideas and innovations for media artworks using personal experiences and/or the work of others.							

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

Enduring Understanding: Media artists plan, organize, and develop creative ideas, plans, and models into process structures that can effectively realize the artistic idea.

Essential Question: How do media artists organize and develop ideas and models into process structures to achieve the desired end product?

7	MA: Cr2.1.K	K	With guidance, use ideas to form plans or models for media arts productions.							
8	MA: Cr2.1.1	1	With guidance, use identified ideas to form plans and models for media arts productions.							
9	MA: Cr2.1.2	2	Choose ideas to create plans and models for media arts productions.							
10	MA: Cr2.1.3	3	Form, share, and test ideas, plans, and models to prepare for media arts productions.							

11	MA: Cr2.1.4	4	Discuss, test, and assemble ideas, plans, and models for media arts productions, considering the artistic goals and the presentation.							
12	MA: Cr2.1.5	5	Develop, present, and test ideas, plans, models, and proposals for media arts productions, considering the artistic goals and audience.							
Anchor Standard 3: Creating (Construct): Refine and complete artistic work.										
Enduring Understanding: The forming, integration, and refinement of aesthetic components, principles, and processes creates purpose, meaning, and artistic quality in media artworks.										
Essential Questions: What is required to produce a media artwork that conveys purpose, meaning, and artistic quality? How do media artists improve/refine their work?										
13	MA: Cr3.1.Ka	K	Form and capture media arts content for expression and meaning in media arts productions.							
14	MA: Cr3.1.Kb	K	Make changes to the content, form, or presentation of media artworks and share results.							
15	MA: Cr3.1.1a	1	Create, capture, and assemble media arts content for media arts productions, identifying basic principles, such as pattern and repetition.							
16	MA: Cr3.1.1b	1	Practice and identify the effects of making changes to the content, form, or presentation, in order to refine and finish media artworks.							
17	MA: Cr3.1.2a	2	Construct and assemble content for unified media arts productions, identifying and applying basic principles, such as positioning and attention.							
18	MA: Cr3.1.2b	2	Test and describe expressive effects in altering, refining, and completing media artworks.							
19	MA: Cr3.1.3a	3	Construct and order various content into unified, purposeful media arts productions, describing and applying a defined set of principles, such as movement and force.							
20	MA: Cr3.1.3b	3	Practice and analyze how the emphasis of elements alters effect and purpose in refining and completing media artworks.							
21	MA: Cr3.1.4a	4	Structure and arrange various content and components to convey purpose and meaning in different media arts productions, applying sets of associated principles, such as balance and contrast.							
22	MA: Cr3.1.4b	4	Demonstrate intentional effect in refining media artworks, emphasizing elements for a purpose.							
23	MA: Cr3.1.5a	5	Create content and combine components to convey expression, purpose, and meaning in a variety of media arts productions, utilizing sets of associated principles, such as emphasis and exaggeration.							
24	MA: Cr3.1.5b	5	Determine how elements and components can be altered for clear communication and intentional effects, and refine media artworks to improve clarity and purpose.							
Anchor Standard 4: Producing (Integrate): Select, analyze, and interpret artistic work for presentation.										
Enduring Understanding: Media artists integrate various forms and contents to develop complex, unified artworks.										
Essential Question: How are complex media arts experiences constructed?										
25	MA: Pr4.1.K	K	With guidance, combine arts forms and media content, such as dance and video, to form media artworks.							

26	MA: Pr4.1.1	1	Combine varied academic, arts, and media content in media artworks, such as an illustrated story.							
27	MA: Pr4.1.2	2	Practice combining varied academic, arts, and media content into unified media artworks, such as a narrated science animation.							
28	MA: Pr4.1.3	3	Practice combining varied academic, arts, and media forms and content into unified media artworks, such as animation, music, and dance.							
29	MA: Pr4.1.4	4	Demonstrate how a variety of academic, arts, and media forms and content may be mixed and coordinated into media artworks, such as narrative, dance, and media.							
30	MA: Pr4.1.5	5	Create media artworks through the integration of multiple contents and forms, such as a media broadcast.							

Anchor Standard 5: Producing (Practice): Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Media artists require a range of skills and abilities to creatively solve problems within and through media arts productions.
Essential Questions: What skills are required for creating effective media artworks and how are they improved? How are creativity and innovation developed within and through media arts productions? How do media artists use various tools and techniques?

31	MA: Pr5.1.Ka	K	Identify and demonstrate basic skills, such as handling tools, making choices, and cooperating in creating media artworks.							
32	MA: Pr5.1.Kb	K	Identify and demonstrate creative skills, such as performing, within media arts productions.							
33	MA: Pr5.1.Kc	K	Practice, discover, and share how media arts creation tools work.							
34	MA: Pr5.1.1a	1	Describe and demonstrate various artistic skills and roles, such as technical steps, planning, and collaborating in media arts productions.							
35	MA: Pr5.1.1b	1	Describe and demonstrate basic creative skills within media arts productions, such as varying techniques.							
36	MA: Pr5.1.1c	1	Experiment with and share different ways to use tools and techniques to construct media artworks.							
37	MA: Pr5.1.2a	2	Enact roles to demonstrate basic ability in various identified artistic, design, technical, and soft skills, such as tool use and collaboration in media arts productions.							
38	MA: Pr5.1.2b	2	Demonstrate use of experimentation skills, such as playful practice, and trial and error, within and through media arts productions.							
39	MA: Pr5.1.2c	2	Demonstrate and explore identified methods to use tools to capture and form media artworks.							
40	MA: Pr5.1.3a	3	Exhibit developing ability in a variety of artistic, design, technical, and organizational roles, such as making compositional decisions, manipulating tools, and group planning in media arts productions.							
41	MA: Pr5.1.3b	3	Exhibit basic creative skills to invent new content and solutions within and through media arts productions.							
42	MA: Pr5.1.3c	3	Exhibit standard use of tools and techniques while constructing media artworks.							
43	MA: Pr5.1.4a	4	Enact identified roles to practice foundational artistic, design, technical, and soft skills, such as formal technique, equipment usage, production, and collaboration in media arts productions.							

44	MA: Pr5.1.4b	4	Practice foundational innovative abilities, such as design thinking, in addressing problems within and through media arts productions.							
45	MA: Pr5.1.4c	4	Demonstrate use of tools and techniques in standard and novel ways while constructing media artworks.							
46	MA: Pr5.1.5a	5	Enact various roles to practice fundamental ability in artistic, design, technical, and soft skills, such as formal technique, production, and collaboration in media arts productions.							
47	MA: Pr5.1.5b	5	Practice fundamental creative and innovative abilities, such as expanding conventions, in addressing problems within and through media arts productions.							
48	MA: Pr5.1.5c	5	Examine how tools and techniques could be used in standard and experimental ways in constructing media artworks.							

Anchor Standard 6: Producing (Present): Convey meaning through the presentation of artistic work.

Enduring Understanding: Media artists purposefully present, share, and distribute media artworks for various contexts.

Essential Questions: How does time, place, audience, and context affect presenting or performing choices for media artworks? How can presenting or sharing media artworks in a public format help a media artist learn and grow?

49	MA: Pr6.1.Ka	K	With guidance, identify and share roles and the situation in presenting media artworks.							
50	MA: Pr6.1.Kb	K	With guidance, identify and share reactions to the presentation of media artworks.							
51	MA: Pr6.1.1a	1	With guidance, discuss presentation conditions and perform a task in presenting media artworks.							
52	MA: Pr6.1.1b	1	With guidance, discuss the experience of the presentation of media artworks.							
53	MA: Pr6.1.2a	2	Identify and describe presentation conditions and perform task(s) in presenting media artworks.							
54	MA: Pr6.1.2b	2	Identify and describe the experience and share results of presenting media artworks.							
55	MA: Pr6.1.3a	3	Identify and describe the presentation conditions, and take on roles and processes in presenting or distributing media artworks.							
56	MA: Pr6.1.3b	3	Identify and describe the experience, and share results of and improvements for presenting media artworks.							
57	MA: Pr6.1.4a	4	Explain the presentation conditions, and fulfill a role and processes in presenting or distributing media artworks.							
58	MA: Pr6.1.4b	4	Explain results of and improvements for presenting media artworks.							
59	MA: Pr6.1.5a	5	Compare qualities and purposes of presentation formats, and fulfill a role and associated processes in presentation and/or distribution of media artworks.							
60	MA: Pr6.1.5b	5	Compare results of and improvements for presenting media artworks.							

Anchor Standard 7: Responding (Perceive): Perceive and analyze artistic work.

Enduring Understanding: Identifying the qualities and characteristics of media artworks improves one's artistic appreciation and production.

Essential Questions: How do we 'read' media artworks and discern their relational components? How do media artworks function to convey meaning and manage audience experience?

61	MA: Re7.1.Ka	K	Recognize and share components and messages in media artworks.							
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62	MA: Re7.1.Kb	K	Recognize and share how a variety of media artworks create different experiences.							
63	MA: Re7.1.1a	1	Identify components and messages in media artworks.							
64	MA: Re7.1.1b	1	With guidance, identify how a variety of media artworks create different experiences.							
65	MA: Re7.1.2a	2	Identify and describe the components and messages in media artworks.							
66	MA: Re7.1.2b	2	Identify and describe how a variety of media artworks create different experiences.							
67	MA: Re7.1.3a	3	Identify and describe how messages are created by components in media artworks.							
68	MA: Re7.1.3b	3	Identify and describe how various forms, methods, and styles in media artworks manage audience experience.							
69	MA: Re7.1.4a	4	Identify, describe, and explain how messages are created by components in media artworks.							
70	MA: Re7.1.4b	4	Identify, describe, and explain how various forms, methods, and styles in media artworks manage audience experience.							
71	MA: Re7.1.5a	5	Identify, describe, and differentiate how message and meaning are created by components in media artworks.							
72	MA: Re7.1.5b	5	Identify, describe, and differentiate how various forms, methods, and styles in media artworks manage audience experience.							

Anchor Standard 8: Responding (Interpret): Interpret intent and meaning in artistic work.

Enduring Understanding: Interpretation and appreciation require consideration of the intent, form, and context of the media and artwork.

Essential Question: How do people relate to and interpret media artworks?

73	MA: Re8.1.K	K	With guidance, share observations regarding a variety of media artworks.							
74	MA: Re8.1.1	1	With guidance, identify the meanings of a variety of media artworks.							
75	MA: Re8.1.2	2	Determine the purposes and meanings of media artworks, considering their context.							
76	MA: Re8.1.3	3	Determine the purposes and meanings of media artworks while describing their context.							
77	MA: Re8.1.4	4	Determine and explain reactions and interpretations to a variety of media artworks, considering their purpose and context.							
78	MA: Re8.1.5	5	Determine and compare personal and group interpretations of a variety of media artworks, considering their intention and context.							

Anchor Standard 9: Responding (Evaluate): Apply criteria to evaluate artistic work.

Enduring Understanding: Skillful evaluation and critique are critical components of experiencing, appreciating, and producing media artworks.

Essential Questions: How and why do media artists value and judge media artworks? When and how should we evaluate and critique media artworks to improve them?

79	MA: Re9.1.K	K	Share appealing qualities and possible changes in media artworks.							
80	MA: Re9.1.1	1	Identify the effective parts of and possible changes to media artworks, considering viewers.							
81	MA: Re9.1.2	2	Discuss the effectiveness of and improvements for media artworks, considering their context.							
82	MA: Re9.1.3	3	Identify basic criteria for and evaluate media artworks, considering possible improvements and context.							

83	MA: Re9.1.4	4	Identify and apply basic criteria for evaluating and improving media artworks and production processes, considering context.						
84	MA: Re9.1.5	5	Determine and apply criteria for evaluating media artworks and production processes, considering context, and practicing constructive feedback.						
Anchor Standard 10: Connecting (Synthesize): Synthesize and relate knowledge and personal experiences to make art.									
Enduring Understanding: Media artworks synthesize meaning and form cultural experience.									
Essential Questions: How do we relate knowledge and experiences to understanding and making media artworks? How do we learn about and create meaning through producing media artworks?									
85	MA: Cn10.1.Ka	K	Use personal experiences and choices in making media artworks.						
86	MA: Cn10.1.Kb	K	Share memorable experiences of media artworks.						
87	MA: Cn10.1.1a	1	Use personal experiences, interests, and models in creating media artworks.						
88	MA: Cn10.1.1b	1	Share meaningful experiences of media artworks.						
89	MA: Cn10.1.2a	2	Use personal experiences, interests, information, and models in creating media artworks.						
90	MA: Cn10.1.2b	2	Discuss experiences of media artworks, describing their meaning and purpose.						
91	MA: Cn10.1.3a	3	Use personal and external resources, such as interests, information, and models, to create media artworks.						
92	MA: Cn10.1.3b	3	Identify and show how media artworks form meanings, situations, and/or culture, such as popular media.						
93	MA: Cn10.1.4a	4	Examine and use personal and external resources, such as interests, research, and cultural understanding, to create media artworks.						
94	MA: Cn10.1.4b	4	Examine and show how media artworks form meanings, situations, and/or cultural experiences, such as online spaces.						
95	MA: Cn10.1.5a	5	Access and use internal and external resources to create media artworks, such as interests, knowledge, and experience.						
96	MA: Cn10.1.5b	5	Examine and show how media artworks form meanings, situations, and cultural experiences, such as news and cultural events.						
Anchor Standard 11: Connecting (Relate): Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding									
Enduring Understanding: Media artworks and ideas are better understood and produced by relating them to their purposes, values, and various contexts.									
Essential Questions: How does media arts relate to its various contexts, purposes, and values? How does investigating these relationships inform and deepen the media artist's understanding and work?									
97	MA: Cn11.1.Ka	K	With guidance, share ideas in relating media artworks and everyday life, such as daily activities.						
98	MA: Cn11.1.Kb	K	With guidance, interact safely and appropriately with media arts tools and environments.						
99	MA: Cn11.1.1a	1	Discuss and describe media artworks in everyday life, such as popular media, and connections with family and friends.						
100	MA: Cn11.1.1b	1	Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.						
101	MA: Cn11.1.2a	2	Discuss how media artworks and ideas relate to everyday and cultural life, such as media messages and media environments.						

102	MA: Cn11.1.2b	2	Interact appropriately with media arts tools and environments, considering safety, rules, and fairness.							
103	MA: Cn11.1.3a	3	Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior.							
104	MA: Cn11.1.3b	3	Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.							
105	MA: Cn11.1.4a	4	Explain verbally and/or in media artworks, how media artworks and ideas relate to everyday and cultural life, such as fantasy and reality, and technology use.							
106	MA: Cn11.1.4b	4	Examine and interact appropriately with media arts tools and environments, considering ethics, rules, and fairness.							
107	MA: Cn11.1.5a	5	Research and show how media artworks and ideas relate to personal, social and community life, such as exploring commercial and information purposes, history, and ethics.							
108	MA: Cn11.1.5b	5	Examine, discuss and interact appropriately with media arts tools and environments, considering ethics, rules, and media literacy.							

Section 2: Arts Content Review

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 - o **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **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 criterion. **Any cells grayed out do not require a citation.**
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Criteria #	Provider/Publisher Criteria 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
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FOCUS AREA 1 DISCIPLINARY LITERACY:
Instructional materials incorporate reading, writing, and communicating within the arts disciplines.

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. (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.)							
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.							

FOCUS AREA 2 LEARNING PROGRESSIONS:
Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.

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.							
FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:								
Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.								
10	Instructional materials are authentic to the regulation of the five arts disciplines and are diverse in text type.							
11	Instructional materials reference New Mexico artists and their produced artwork.							
FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:								
Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.								
12	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.							
13	Instructional materials guide students to share their knowledge and experiences in relation to the topic at the beginning of an instructional unit.							
14	Instructional materials guide students to build an understanding of standard operating procedures that include safety guidelines, procedures, and equipment.							

Section 2: All Content Review

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- Provider/Publisher citations for this section will refer to the **Teacher Edition (teacher-facing core material)** and/or **Student Edition/Student Workbook (student-facing core material)**. 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. **Each citation should cover no more than 3 pages within the materials.**
 - **Columns C and G:** Enter one citation in Column C and one citation in Column G from either the **Teacher Edition (teacher-facing core material)** OR **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 criterion. **Any cells grayed out do not require a citation.**
- 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.
 - **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for All Content Review:	<p>Columns C-F: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (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"> ◦ M = Meets the criterion ◦ P = Partially meets the criterion ◦ D = Does not meet the criterion <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>◦ Each score cell (column D) will turn green as you score the materials.</p>	<p>Columns G-J: The provider/publisher will provide a citation from the Teacher Edition (teacher-facing core material) OR Student Edition/Student Workbook (student-facing core material) (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 provide evidence to support your determination:</p> <ul style="list-style-type: none"> ◦ M = Meets the criterion ◦ P = Partially meets the criterion ◦ D = Does not meet the criterion <p>◦ Each score cell (column H) and evidence cell (column J) will turn green as you score the materials.</p> <p>◦ Any cells grayed out do not require a score or evidence.</p>
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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
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FOCUS AREA 1 COHERENCE:
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.

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.							

FOCUS AREA 2 WELL-DESIGNED LESSONS:
Instructional materials take into account effective lesson structure and pacing.

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.							
FOCUS AREA 3 RESOURCES FOR PLANNING:								
Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.								
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.							
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.							
FOCUS AREA 4 ASSESSMENT:								
Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.								
16	Instructional materials provide a variety of assessments that measure student progress in all strands of the standards for the content under review. <i>(Adopted New Mexico Content Standards for 2022: New Mexico Social Studies Standards and New Mexico Core Arts Standards)</i>							
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.							
FOCUS AREA 5 EXTENSIVE SUPPORT:								
Instructional materials give all students extensive opportunities and support to explore key concepts.								
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.							
25	Instructional materials include opportunities for all students that encourage and support creative thinking and effective problem-solving skills.							
FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES: Instructional materials represent a variety of cultural and linguistic perspectives.								
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.							
FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS: Instructional materials highlight diversity in culture and language through multiple perspectives.								
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.							