



F.22 Media Arts - Grades 6-8

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.
- 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.**

<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>	
--	--	---	--

Criteria #	Standard	Grade Level	F.22 Media Arts Grades 6-8	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
------------	----------	-------------	----------------------------	---	-------	---	--	-------	--	--

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: Cr1.1.6	6	Formulate variations of goals and solutions for media artworks by practicing chosen creative processes, such as sketching, improvising and brainstorming.							
2	MA: Cr1.1.7	7	Produce a variety of ideas and solutions for media artworks through application of chosen inventive processes, such as concept modeling and prototyping.							
3	MA: Cr1.1.8	8	Generate ideas, goals, and solutions for original media artworks through application of focused creative processes, such as divergent thinking and experimenting.							

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?

4	MA: Cr2.1.6	6	Organize, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering purposeful intent.							
5	MA: Cr2.1.7	7	Design, propose, and evaluate artistic ideas, plans, prototypes, and production processes for media arts productions, considering expressive intent and resources.							
6	MA: Cr2.1.8	8	Structure and critique ideas, plans, prototypes, and production processes for media arts productions, considering intent, resources, and the presentation context.							

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?									
7	MA: Cr3.1.6a	6	Experiment with multiple approaches to produce content and components for determined purpose and meaning in media arts productions, utilizing a range of associated principles, such as point of view and perspective.						
8	MA: Cr3.1.6b	6	Appraise how elements and components can be altered for intentional effects and audience, and refine media artworks to reflect purpose and audience.						
9	MA: Cr3.1.7a	7	Coordinate production processes to integrate content and components for determined purpose and meaning in media arts productions, demonstrating understanding of associated principles, such as narrative structures and composition.						
10	MA: Cr3.1.7b	7	Improve and refine media artworks by intentionally emphasizing particular expressive elements to reflect an understanding of purpose, audience, or place.						
11	MA: Cr3.1.8a	8	Implement production processes to integrate content and stylistic conventions for determined meaning in media arts productions, demonstrating understanding of associated principles, such as theme and unity.						
12	MA: Cr3.1.8b	8	Refine and modify media artworks, improving technical quality and intentionally accentuating selected expressive and stylistic elements, to reflect an understanding of purpose, audience, and place.						
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?									
13	MA: Pr4.1.6	6	Validate how integrating multiple contents and forms can support a central idea in a media artwork, such as media, narratives, and performance.						
14	MA: Pr4.1.7	7	Integrate multiple contents and forms into unified media arts productions that convey consistent perspectives and narratives, such as an interactive video game.						
15	MA: Pr4.1.8	8	Integrate multiple contents and forms into unified media arts productions that convey specific themes or ideas, such as interdisciplinary projects, or multimedia theatre.						
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?									
16	MA: Pr5.1.6a	6	Develop a variety of artistic, design, technical, and soft skills through performing various assigned roles in producing media artworks, such as invention, formal technique, production, self-initiative, and problem-solving.						

17	MA: Pr5.1.6b	6	Develop a variety of creative and adaptive innovation abilities, such as testing constraints, in developing solutions within and through media arts productions.						
18	MA: Pr5.1.6c	6	Demonstrate adaptability using tools and techniques in standard and experimental ways in constructing media artworks.						
19	MA: Pr5.1.7a	7	Exhibit an increasing set of artistic, design, technical, and soft skills through performing various roles in producing media artworks, such as creative problem-solving and organizing.						
20	MA: Pr5.1.7b	7	Exhibit an increasing set of creative and adaptive innovation abilities, such as exploratory processes, in developing solutions within and through media arts productions.						
21	MA: Pr5.1.7c	7	Demonstrate adaptability using tools and techniques in standard and experimental ways to achieve an assigned purpose in constructing media artworks.						
22	MA: Pr5.1.8a	8	Demonstrate a defined range of artistic, design, technical, and soft skills, through performing specified roles in producing media artworks, such as strategizing and collaborative communication.						
23	MA: Pr5.1.8b	8	Demonstrate a defined range of creative and adaptive innovation abilities, such as divergent solutions and bending conventions, in developing new solutions for identified problems within and through media arts productions.						
24	MA: Pr5.1.8c	8	Demonstrate adaptability using tools, techniques and content in standard and experimental ways to communicate intent in the production of 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?

25	MA: Pr6.1.6a	6	Analyze various presentation formats and fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.						
26	MA: Pr6.1.6b	6	Analyze results of and improvements for presenting media artworks.						
27	MA: Pr6.1.7a	7	Evaluate various presentation formats in order to fulfill various tasks and defined processes in the presentation and/or distribution of media artworks.						
28	MA: Pr6.1.7b	7	Evaluate the results of and improvements for presenting media artworks, considering impacts on personal growth.						
29	MA: Pr6.1.8a	8	Design the presentation and distribution of media artworks through multiple formats and/or contexts.						
30	MA: Pr6.1.8b	8	Evaluate the results of and implement improvements for presenting media artworks, considering impacts on personal growth and external effects.						

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?									
31	MA: Re7.1.6a	6	Identify, describe, and analyze how message and meaning are created by components in media artworks.						
32	MA: Re7.1.6b	6	Identify, describe, and analyze how various forms, methods, and styles in media artworks manage audience experience.						
33	MA: Re7.1.7a	7	Describe, compare, and analyze the qualities of and relationships between the components in media artworks.						
34	MA: Re7.1.7b	7	Describe, compare, and analyze how various forms, methods, and styles in media artworks interact with personal preferences in influencing audience experience.						
35	MA: Re7.1.8a	8	Compare, contrast, and analyze the qualities of and relationships between the components and style in media artworks.						
36	MA: Re7.1.8b	8	Compare, contrast, and analyze how various forms, methods, and styles in media artworks manage audience experience and create intention.						
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?									
37	MA: Re8.1.6	6	Analyze the intent of a variety of media artworks, using given criteria.						
38	MA: Re8.1.7	7	Analyze the intent and meaning of a variety of media artworks, using self-developed criteria.						
39	MA: Re8.1.8	8	Analyze the intent and meanings of a variety of media artworks, focusing on intentions, forms, and various contexts.						
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?									
40	MA: Re9.1.6	6	Determine and apply specific criteria to evaluate various media artworks and production processes, considering context and practicing constructive feedback.						
41	MA: Re9.1.7	7	Develop and apply criteria to evaluate various media artworks and production processes, considering context, and practicing constructive feedback.						
42	MA: Re9.1.8	8	Evaluate media art works and production processes with developed criteria, considering context and artistic goals.						
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?									
43	MA: Cn10.1.6a	6	Access, evaluate, and use internal and external resources to create media artworks, such as knowledge, experiences, interests, and research.						
44	MA: Cn10.1.6b	6	Explain and show how media artworks form new meanings, situations, and cultural experiences, such as historical events.						

45	MA: Cn10.1.7a	7	Access, evaluate and use internal and external resources to inform the creation of media artworks, such as experiences, interests, research, and exemplary works.						
46	MA: Cn10.1.7b	7	Explain and show how media artworks form new meanings and knowledge, situations, and cultural experiences, such as learning, and new information.						
47	MA: Cn10.1.8a	8	Access, evaluate, and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research, and exemplary works.						
48	MA: Cn10.1.8b	8	Explain and demonstrate how media artworks expand meaning and knowledge, and create cultural experiences, such as local and global 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?

49	MA: Cn11.1.6a	6	Research and show how media artworks and ideas relate to personal life, and social, community, and cultural situations, such as personal identity, history, and entertainment.						
50	MA: Cn11.1.6b	6	Analyze and interact appropriately with media arts tools and environments, considering fair use and copyright, ethics, and media literacy.						
51	MA: Cn11.1.7a	7	Research and demonstrate how media artworks and ideas relate to various situations, purposes and values, such as community, vocations, and social media.						
52	MA: Cn11.1.7b	7	Analyze and responsibly interact with media arts tools and environments, considering copyright, ethics, media literacy, and social media.						
53	MA: Cn11.1.8a	8	Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values, such as democracy, environment, and connecting people and places.						
54	MA: Cn11.1.8b	8	Analyze and responsibly interact with media arts tools, environments, legal, and technological contexts, considering ethics, media literacy, social media, and virtual worlds.						

Section 2: Arts Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:

- 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.**
 - 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.**
- 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.
 - o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

Reviewer directions for Arts 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"> o M = Meets the criterion o P = Partially meets the criterion o 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> <ul style="list-style-type: none"> o Each score cell (column D) will turn green as you score the materials. 	<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"> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <ul style="list-style-type: none"> o Each score cell (Column H) and evidence cell (column J) will turn green as you score the materials.
---	--	--

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
------------	--	-----------------------------	-------	---	-----------------------------	-------	--	--

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

PROVIDER/PUBLISHER INSTRUCTIONS:

- 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>
--	---	--

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
------------	---	-----------------------------	-------	---	-----------------------------	-------	--	--

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.							