Publisher: *[Enter Publisher Name]*

Program Title: *[Enter Program Title]*

Approved of the State Board of Education May 8, 2020

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Components: *[Enter Components]*

# Criteria Map Template–2021 Arts Education Adoption

(Download and use to cite where instructional resources fully address each criterion)

## Category 1: Alignment with the California Arts Education Performance Standards

| **Criterion** | Arts Education Content/Alignment with Standards | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1 | Instructional materials, as defined in *Education Code* (*EC*) Section 60010(h), must align to the Arts Standards, adopted by the SBE in January 2019. |  |  |  |  |
| 1.2 | Instructional materials are consistent with the content of the *Arts Education Framework for California Public Schools, Pre-Kindergarten Through Grade Twelve* (*CA Arts Framework*). |  |  |  |  |
| 1.3 | Instructional materials must include instructional strategies and student activities that incorporate skill development and authentic sequential, discipline-specific learning in all four artistic processes (Creating, Performing/Producing/Presenting, Responding, Connecting) over time leading to artistically literate individuals. |  |  |  |  |
| 1.4 | Instructional materials must be consistent with current state statutes and support statutorily mandated instruction as noted in these criteria. |  |  |  |  |
| 1.5 | Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045). |  |  |  |  |
| 1.6 | Instructional materials shall include standards-aligned opportunities, including culturally and linguistically responsive activities for engaging students in the arts processes, to increase students’ knowledge of the arts through their study of the historical, contemporary, and multi-cultural artistic concepts and the lives, contributions, and innovations of various artists and arts movements. |  |  |  |  |
| 1.7 | Instructional materials shall include opportunities for students to study the connections among the arts disciplines to support development in the designated performance standards for dance, media arts, music, theatre, and the visual arts at various grade levels. |  |  |  |  |
| 1.8 | Instructional materials shall include clear procedures and explanations of underlying concepts, artistic processes, language, and theories integral to and supportive of the teaching and learning of arts disciplines so that artistic skills are learned in the context of specific performance standards. |  |  |  |  |
| 1.9 | Instructional materials, where appropriate, examine humanity’s place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the *Arts Standards*. |  |  |  |  |

## Category 2: Program Organization

| **Criterion** | Program Organization | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1 | An organizational structure that provides logic and coherence to facilitate efficient and effective teaching and learning within the discipline-specific unit, lesson, and grade level or grade span, consistent with the guidance in the *Arts Framework* |  |  |  |  |
| 2.2 | Tables of contents, indexes, glossaries, technology-based resources, support materials, content summaries, and assessment guides designed to help administrators, teachers, parents or guardians, and students navigate the program |  |  |  |  |
| 2.3 | An overview of the content in each chapter or unit that describes how it supports instruction and learning of the *Arts Standards* |  |  |  |  |
| 2.4 | An overview of the content in each chapter or unit that outlines the arts concepts, processes, and skills to be developed |  |  |  |  |
| 2.5 | Graphics (e.g., pictures, maps, charts) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content |  |  |  |  |
| 2.6 | Support materials that are an integral part of the instructional program and are clearly aligned with the *Arts Standards* |  |  |  |  |
| 2.7 | A well-organized structure that provides students with opportunities to achieve proficiency and/or the grade-level or grade-span standards |  |  |  |  |
| 2.8 | A structure that builds on knowledge and skills acquired at earlier grade levels and makes explicit the connections between the discipline-specific arts education essential concepts and processes, and the other standards across the grade levels and grade spans |  |  |  |  |
| 2.9 | A list of the discipline-specific grade-level or grade-span standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the performance standards |  |  |  |  |

## Category 3: Assessment

| **Criterion** | Assessment | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1 | Strategies or instruments that teachers can use to determine students’ prior knowledge |  |  |  |  |
| 3.2 | Formative and summative assessments |  |  |  |  |
| 3.3 | Multiple measures of individual student progress at regular intervals to evaluate students’ attainment of grade-level or grade-span knowledge and artistic skills |  |  |  |  |
| 3.4 | Multiple measures of students’ ability to independently apply discipline-specific arts concepts, processes, and principles |  |  |  |  |
| 3.5 | A broad array of assessment strategies that allow students to demonstrate what they know, understand, and are able to do |  |  |  |  |
| 3.6 | Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning |  |  |  |  |
| 3.7 | Guiding questions to monitor student understanding of the arts |  |  |  |  |

## Category 4: Access and Equity

| **Criterion** | Access and Equity | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1 | Appropriate for use with all students, including students who are English learners, at-promise students, students with visible and non-visible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation |  |  |  |  |
| 4.2 | Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs |  |  |  |  |
| 4.3 | Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, students with visible and non-visible disabilities, and regardless of gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, body type/physical appearance, or living situation |  |  |  |  |
| 4.4 | Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811 |  |  |  |  |
| 4.5 | Strategies for English learners in both lessons and teacher’s editions, as appropriate, at every grade level and grade span |  |  |  |  |
| 4.6 | Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand the arts content |  |  |  |  |
| 4.7 | Suggestions for advanced learners that are tied to the *CA Arts Framework* and that allow students to study content in greater depth |  |  |  |  |
| 4.8 | Images that are age-appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive |  |  |  |  |

## Category 5: Instructional Planning and Support

| **Criterion** | Instructional Planning and Support | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1 | Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons |  |  |  |  |
| 5.2 | A pacing guide or scope and sequence for planning instruction |  |  |  |  |
| 5.3 | A variety of pedagogical and instructional strategies to accommodate/include multiple learning modalities |  |  |  |  |
| 5.4 | Suggestions for connecting arts education concepts with other areas of the curriculum and examples of interdisciplinary (across the five arts disciplines) instruction within the appropriate grade level or grade span |  |  |  |  |
| 5.5 | Technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit |  |  |  |  |
| 5.6 | User-friendly components and platform-neutral electronic materials |  |  |  |  |
| 5.7 | Homework assignments, if included in the program, that support classroom learning, give clear directions, and provide practice and reinforcement for the discipline-specific skills taught in the classroom |  |  |  |  |
| 5.8 | Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement |  |  |  |  |
| 5.9 | Clearly written and accurate explanations of discipline-specific arts content |  |  |  |  |
| 5.10 | Clear procedures and explanations of underlying concepts, principles, and theories integral to and supportive of the teaching and learning of the discipline-specific art forms so that performance skills are learned in the context of specific performance standards |  |  |  |  |
| 5.11 | Guidelines for presentations/ performances/productions of student work and other artwork focused on demonstrating the formal and informal artistic elements and principles in the specific discipline, thereby aiding meaningful learning |  |  |  |  |
| 5.12 | Guidelines for a safe online environment when used in the instruction of the arts |  |  |  |  |
| 5.13 | Guidelines for a safe physical facility appropriate to the level of physical performance and training called for in the arts curriculum |  |  |  |  |
| 5.14 | Guidelines for the implementation of the discipline-specific instructional content that reflect general or specialized facilities, varied staff expertise, and a range of school resources |  |  |  |  |

California Department of Education, July 2020