

High-Quality Instructional Materials Rubric



K-12 Fine Arts

April 2025



**Department of
Education &
Workforce**

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High-Quality Instructional Materials Rubric

K-12 FINE ARTS

TITLE: _____ **REVIEWER NAME:** _____ **DATE:** _____

Fine Arts Rubric Overview

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in meeting the needs of students within a school or district. This evaluation rubric is designed to offer an evaluation that districts can utilize to determine how well instructional materials align with Ohio's Learning Standards for Fine Arts and other local criteria. Pursuant to ORC 3301.079 (B) (3) and 3313.60, it is the responsibility of Ohio's local boards of education to vet and approve curriculum and educational materials for use in the public schools within their district. Districts and schools should use their professional expertise to determine the suitability of any particular resources for use in their districts, schools or classrooms.

The evaluation rubric includes key considerations for high-quality instructional materials and outlines two Gateways for consideration when evaluating materials. Within each Gateway, Criterion and related Indicators are provided along with Guiding Questions and Look-Fors. Each indicator is evaluated as Does Not Meet Expectations, Partially Meets Expectations, or Meets Expectations using a 0-1-2 scale score.

Ohio's rubric is composed of 5 criteria: Alignment with Standards, Artistic Processes, Assessment, Student Supports, and Teacher Supports. These criteria feature review indicators, each with guiding questions and evidence guidance to help focus the review process.

- *Criterion:* Criterion refers to a compilation of indicators within a specific focus area in fine arts that discern markers of high-quality instructional materials. Each criterion area offers a concise description at the beginning of its section, and the scoring of each criterion is determined by the total indicators.
- *Indicators:* Indicators denote the high-quality components of instructional materials that align with the Ohio Learning Standards for Fine Arts.
- *Guiding Questions:* Guiding Questions accompany each indicator and are intended to assist reviewers in understanding the evidence required for each indicator.
- *Look For Evidence of How the Materials:* The Look-Fors offer suggestions and considerations for what reviewers may observe in the instructional materials to support the evaluation of that indicator. These suggestions are not exhaustive, as demonstrations for any indicator can vary between materials.
- *Scoring:* Scores are given to most indicators within each criterion to determine how well materials meet the expectations. Each scored indicator is evaluated as Not Meeting Expectations, Partially Meeting Expectations, or Meeting Expectations using a 0-1-2 scale score. Some indicators are marked as "Narrative Evidence" and will not receive a numeric score.

The rubric is designed to allow reviewers to determine a threshold for quality for each Gateway. If instructional materials do not meet the thresholds for Meets Expectations or Partially Meets Expectations for a Gateway, reviewers are prompted to not move forward with reviewing the other Gateways.

- Gateway 1: Alignment (advance to Gateway 2 only if the instructional materials Meet or Partially Meet Expectations for Gateway 1)
- Gateway 2: Instructional Support

Review Summary	Criteria	Score	Rating
Alignment Criteria	1.1 Alignment to Learning Standards	/6	
	1.2 Artistic Processes	/8	
	Gateway 1 Sub-Total	/14	
Instructional Supports Criteria	2.1 Assessment	/6	
	2.2 Student Supports	/10	
	2.3 Teacher Supports	/14	
	Gateway 2 Sub-Total	/30	
Overall Rating		Total Score	Final Rating
Meets Expectations <i>Materials meet expectations for all criteria.</i> Partially Meets Expectations <i>Materials meet or partially meet expectations for all criteria.</i> Does Not Meet Expectations <i>Any gateway that does not meet the criteria.</i>		/44	

Gateway 1: Alignment

Gateway 1 looks at alignment with the Ohio Learning Standards and additional subject-specific indicators of quality.

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS						
Materials align with the Ohio Learning Standards and Model Curriculum for Fine Arts.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
1.1a. Materials support instruction of the Ohio Learning Standards.			<ul style="list-style-type: none">Do the materials present a level of depth or complexity appropriate to meet the intent of the Ohio Learning Standards?Are the materials coherent regarding both artistic domain and genre?Do the materials connect multiple Ohio Learning Standards across multiple artistic processes?		<ul style="list-style-type: none">Materials are aligned to content elaborations, content statements or course content.Directly contribute to student learning of the content or skills outlined in the Ohio Learning Standards.Clearly connect lesson activities with grade/level-appropriate objectives (if applicable).	
Scoring						
0	1	2				
1.1b. Materials are designed to support cognitive rigor.			<ul style="list-style-type: none">How do the materials provide guidance for students to develop a variety of artistic techniques and thinking skills?How do the materials provide opportunities for the development of grade- or skill-level cognitive rigor through the practice of artmaking?		<ul style="list-style-type: none">Promote student skill and knowledge acquisition, application, analysis, or augmentation.Provide a variety of models to cultivate artistic thinking skills or techniques.Support a depth of cognitive processes of artmaking (e.g., demonstration, interpretation, creation) through the process of artmaking.	
Scoring						
0	1	2				

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS
Materials align with the Ohio Learning Standards and Model Curriculum for Fine Arts.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.1c. Materials support the development of artistic literacy and creative expression.			<ul style="list-style-type: none">How do the materials encourage opportunities for students to develop artistic skills and knowledge (e.g., vocabulary, processes, techniques, speaking and writing like an artist)?How do the materials connect student learning through the symbolic and metaphoric forms unique to the arts?How do materials encourage student creative and artistic expression?	<ul style="list-style-type: none">Include domain-specific and general vocabulary and relevant or appropriate context for understanding the skills or techniques.Include opportunities for students learning symbolic and metaphoric aspects of the art form.Include intentional opportunities for students to explore multiple solutions or forms of expression in selecting, preparing, or making art.Encourage cultivation of student imagination, creative thinking, or problem-solving through a variety of activities.	
Scoring					
0	1	2			
Criterion 1.1 Summary				Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)					

CRITERION 1.2: ARTISTIC PROCESSES

Materials develop the discipline-specific cognitive processes and artistic techniques and skills required for arts learning.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2a. CREATING: Materials support the conception and development of artistic ideas and work.			<ul style="list-style-type: none">• How do the materials provide opportunities for students to generate and conceptualize artistic ideas and works?• How do the materials encourage students to organize and develop artistic ideas and work?• How do the materials provide reflection and feedback for students to refine and complete artistic work?	<ul style="list-style-type: none">• Include, contribute to, or conceive original artistic work (collaboratively or individually).• Include frequent opportunities for students to cultivate skills to organize ideas in artistic work (collaboratively or individually).• Include frequent opportunities for students to apply feedback or reflection to improve artistic work (collaboratively or individually).• Include examples, models or frameworks for students to defend or revise artistic choices.	
Scoring					
0	1	2			

CRITERION 1.2: ARTISTIC PROCESSES

Materials develop the discipline-specific cognitive processes and artistic techniques and skills required for arts learning.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2b. PERFORMING: Materials support the application of technical and artistic skills to refine and present artistic ideas and work.			<ul style="list-style-type: none">Do the materials provide opportunities to apply various artistic skills and techniques?Do materials provide a progression of skills to ensure student development and refinement of artistic techniques through presentation, analysis, and feedback?How do the materials encourage opportunities for students to convey meaning through performance, presentation or production?	<ul style="list-style-type: none">Encourage opportunities for student voice in the making, selecting, or realizing of artistic work.Provide examples and models of grade- or skill-level appropriate artistic techniques.Provides a continuum of skills and technique progression to develop mastery.Connect classroom learning to arts opportunities beyond the learning environment (e.g., teaching artists, performances or presentations in the community or within-the-school, virtual or in-person field trips).	
Scoring					
0	1	2			

CRITERION 1.2: ARTISTIC PROCESSES

Materials develop the discipline-specific cognitive processes and artistic techniques and skills required for arts learning.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2c. RESPONDING: Materials support the process of art criticism and the understanding of how the arts convey meaning.			<ul style="list-style-type: none">• How do the materials allow students to perceive and analyze artistic work of their own, their peers, and other artists?• Do materials provide opportunities for students to interpret intent and meaning in artistic work?• Do the materials include evaluation criteria or opportunities for teachers or students to generate and apply evaluation criteria?	<ul style="list-style-type: none">• Include frequent opportunities for students to deepen understanding and awareness by analyzing artistic work from a variety of sources.• Include opportunities for students to interpret artistic work or discuss the perceived meaning or intent of artistic work (e.g., through verbal, written or abstract forms of communication).• Include opportunities for students to evaluate artistic work using provided, teacher- or student-generated criteria.• Encourage the use of criticism, analysis, or the application of criteria to evaluate intent, aesthetic, expression, and technique.	
Scoring					
0	1	2			

CRITERION 1.2: ARTISTIC PROCESSES

Materials develop the discipline-specific cognitive processes and artistic techniques and skills required for arts learning.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2d. CONNECTING: Materials provide opportunities to relate artistic ideas and work with personal meaning and external context.			<ul style="list-style-type: none">How do materials encourage students to synthesize and relate knowledge or personal experiences to artmaking?Do materials include societal, cultural, or historical context to deepen artistic literacy?	<ul style="list-style-type: none">Include opportunities for students to synthesize knowledge of art-making processes with other learning or personal experiences.Include resources for students to deepen understanding by relating artistic ideas or works with societal, cultural, or historical context.	
Scoring					
0	1	2			
Criterion 1.2 Summary				Criterion Score	Criterion Rating
Meets Expectations (7-8 pts) Partially Meets Expectations (5-6 pts) Does Not Meet Expectations (< 5 pts)					

Gateway 1 Summary	Points Scored
Criterion 1.1: Alignment to Learning Standards	/6
Criterion 1.2: Artistic Processes	/8
Gateway 1 Rating Levels	Gateway 1 Total Points
Meets Expectations (12-14 pts) Partially Meets Expectations (9-11 pts) Does Not Meet Expectations (< 9 pts)	/14
Gateway 1 Comments:	

Gateway 2: Instructional Support

Gateway 2 examines additional indicators of quality that demonstrate the usability of the materials to support implementation. This includes assessment, student supports and teacher supports. **Materials must Meet or Partially Meet Expectations for Gateway 1 to be reviewed for Gateway 2.**

CRITERION 2.1: ASSESSMENT						
The materials include a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
2.1a. Materials offer a diverse system of assessment with multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.			<ul style="list-style-type: none">Does the assessment system provide multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?Is guidance consistently provided to teachers on how to interpret student understandings?		<ul style="list-style-type: none">Provide resources (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback) for scoring purposes.Provide guidance to teachers to interpret student understanding.Provide teachers guidance to respond to student needs elicited by the assessment.Provide opportunities for students to show learning through annotated drawings, classroom observations, oral responses, and presentations, use of glossaries and home language, performance assessments, and portfolios.	
Scoring						
0	1	2				

CRITERION 2.1: ASSESSMENT

The materials include a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1b. Assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards across the series.			<ul style="list-style-type: none">Do the assessments include opportunities for students to demonstrate the full intent of grade-level or course-level standards and practices across the series?Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and suggestions for how they can be used?Is there a good balance of complexity in assessment tasks?	<ul style="list-style-type: none">Provide opportunities for different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks).Provide opportunities for different types of items used for student assessments and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple-choice).	
Scoring					
0	1	2			

CRITERION 2.1: ASSESSMENT

The materials include a system of assessments identifying how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1c. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.			<ul style="list-style-type: none">Do materials incorporate accommodations in assessments that maintain the assessment's content while enabling students to demonstrate their knowledge and skills effectively?Is guidance provided for teachers to use the accommodations?	<ul style="list-style-type: none">Describe where and how accommodations are offered that ensure all students can access the assessment, (e.g., text-to-speech, increased font size, etc.) without changing the content of the assessment.Provide guidance for teachers to accommodate students, including those in special populations, without altering grade-level or course expectations or the content of the assessment.	
Scoring					
0	1	2			
Criterion 1.2 Summary				Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)					

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2a. Materials provide strategies and support to help students consistently and actively engage in learning at course level or grade level.			<ul style="list-style-type: none">Do materials provide differentiation supports to sufficiently engage students in grade-level or course-level fine arts?Do the materials provide comprehensive guidance on strategies and accommodations for diverse student needs?	<ul style="list-style-type: none">Provide specific strategies and supports for differentiating instruction.Provide a comprehensive strategic support system for students to maintain consistent and active involvement in their learning.	
Scoring					
0	1	2			
2.2b. Materials provide both extensions and opportunities for students to engage with grade-level or course-level content at higher levels of complexity.			<ul style="list-style-type: none">Do materials provide intentional extensions and structured opportunities enabling students to interact with course or grade-level content at higher levels of complexity?	<ul style="list-style-type: none">Suggest strategies and supports for students' exploration of grade-level or course-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning.Provide opportunities for students to develop and apply higher-level thinking.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2c. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.			<ul style="list-style-type: none">Do the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods while providing a variety of approaches for students to demonstrate and monitor their learning?	<ul style="list-style-type: none">Provide opportunities for students to share their thinking, demonstrate changes in their thinking over time, and apply their understanding in new contexts.Leverages the use of a variety of formats and methods over time to deepen student understanding and ability to explain and apply artistic ideas.Provide opportunities for students to monitor and deepen their own learning s (e.g., using practice/rehearsal, journaling, progress portfolios, or self-reflection	
Scoring					
0	1	2			
2.2d. Materials provide opportunities for teachers to use a variety of grouping strategies.			<ul style="list-style-type: none">Do the materials provide varied and adaptable grouping structures that address different learning needs and objectives?Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?	<ul style="list-style-type: none">Describe for the teacher how and where to group students in a variety of grouping formats.Provide for meaningful interaction among students, such as in large or small groups, pairs, etc.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2e. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in grade-level learning.			<ul style="list-style-type: none">• Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade-level or course-level fine arts?• Do the materials for teachers provide guidance for instructional practices that foster and empower English Learners (ELs) to develop and exercise agency and autonomy in their learning?	<ul style="list-style-type: none">• Provide strategies and opportunities for speaking, listening, reading, and writing to develop practices and knowledge of the subject matter, including scaffolding up to and within grade-level or course-level work.• Provide teacher guidance to support EL students.• Provide guidance that help teachers identify and follow-up on whether the student has challenges in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demand, to ensure the two are not conflated.	
Scoring					
0	1	2			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2f. Materials provide a balance of images or information about people, representing various demographic and physical characteristics to positively portray individuals from all communities and enable students to see themselves in materials.	<ul style="list-style-type: none"> Do the materials provide a balance of images or information about all people? Do the materials provide representations that show students they can succeed in the subject? 	<ul style="list-style-type: none"> Provide positive and balanced depictions of individuals. 	
Scoring			
Narrative Evidence			
2.2g. Materials provide teachers with guidance and strategies that embrace and integrate students' home languages, as well as their cultural and social backgrounds, to facilitate meaningful learning.	<ul style="list-style-type: none"> Do the materials provide strategies for utilizing students' home language in context with the materials? Do the materials provide guidance for teachers to effectively incorporate and utilize students' cultural and social backgrounds in the classroom and learning process? 	<ul style="list-style-type: none"> Provide suggestions and strategies for how to allow the use of the home language to support students in learning the content. Present multilingualism as an asset in reading and learning the content. Make connections to students' linguistic and cultural backgrounds to facilitate learning. Provide opportunities for students to feel acknowledged, e.g., asked to create personal problems based on customs of their own home culture. 	
Scoring			
Narrative Evidence			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2h. Materials provide supports for different reading levels to ensure accessibility for students.	<ul style="list-style-type: none"> Do the materials incorporate specific strategies to assist students reading at or below grade level in engaging with grade or course-level content? Do the materials scaffold vocabulary or concepts to support readers at or below grade or course level? Do the materials use a variety of representations to engage students with grade or course-level content? 	<ul style="list-style-type: none"> Provide tasks with multiple entry points. Use a variety of representations to engage students with grade-level or course-level content. Include pre-reading activities that utilize visuals to establish necessary background knowledge on new or unfamiliar themes or topics in an appropriate manner. 	
Scoring			
Narrative Evidence			
2.2i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.	<ul style="list-style-type: none"> Do the materials present visual design elements, whether in print or digital format, that facilitate thoughtful student engagement with the subject matter by avoiding distractions or chaotic layouts? 	<ul style="list-style-type: none"> Provide images, graphics and models that support student learning and engagement. Provide images, graphics, and models that clearly communicate information or support student understanding of topics, texts, or concepts. Provide organizational features (e.g., Table of Contents, glossary, index, internal references, table headers, captions, etc.) clearly and accurately. 	
Scoring			
Narrative Evidence			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2j. Materials integrate digital technology such as interactive tools, virtual manipulatives, objects, and/or dynamic software in ways that engage students in the grade or course-level, when applicable.	<ul style="list-style-type: none"> Do the materials integrate interactive tools along with dynamic software in ways that support student engagement in the content? Do included digital tools support student engagement in the content? 	<ul style="list-style-type: none"> Include digital technology and interactive resources, such as data collection tools, simulations, and modeling tools, made available to students. Include digital technology and interactive tools that support student engagement in the content and how these digital materials can be customized for local use (i.e., either student or community interests). Include videos, virtual manipulatives, glossaries, English captioning, illustrations, graphic tools, speech recognition, interactive tools, materials in the home language, games, and accessible format. 	
Scoring			
Narrative Evidence			

CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade-level, grade band, or course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2k. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	<ul style="list-style-type: none">Do the materials provide and leverage digital tools in ways that actively promote and facilitate collaborative interactions among teachers and/or students, where appropriate?	<ul style="list-style-type: none">Support collaboration between teacher to teacher, teacher to student, or student to student.	
Scoring			
Narrative Evidence			
Criterion 2.2 Summary		Criterion Score	Criterion Rating
Meets Expectations (9-10 pts) Partially Meets Expectations (7-8 pts) Does Not Meet Expectations (< 7 pts)			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in order to guide their development.			<ul style="list-style-type: none">Do the materials offer comprehensive guidance, including detailed annotations and actionable suggestions, to assist teachers in implementing both student and ancillary materials, specifically focusing on engaging students to facilitate their developmental progress?	<ul style="list-style-type: none">Provide overview sections, annotations, narrative information, or other documents that will assist the teacher in planning instruction, including strategies and guidance for presenting the content.Include guidance on identifying and addressing student errors and misconceptions in the planning phase.	
Scoring					
0	1	2			
2.3b. Materials contain adult-level explanations and examples of the more complex grade-level or course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.			<ul style="list-style-type: none">Do the materials provide comprehensive resources that support teachers in deepening their understanding of complex grade-level or course-level concepts, extending beyond the current curriculum, through adult-level explanations and examples?	<ul style="list-style-type: none">Provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.Provide supports for teachers to develop their own understanding of more advanced applications of grade-level or course-level concepts.Provide supports for teachers to develop their own understanding of concepts beyond the current course.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Scoring
2.3c. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.			<ul style="list-style-type: none">Do the materials recommend curriculum-based professional learning to enhance both teacher content knowledge and pedagogy?Do the materials provide best practices to support teachers’ planning for instruction?Do the materials recommend professional learning strategies that promote teachers reflecting on and considering the student experience with the instructional materials?Do the materials provide recommendations for both initial professional learning and sustained teacher support for student success with the program?	<ul style="list-style-type: none">Provide guidance on curriculum-based professional learning to support classroom facilitation, including understanding the program's instructional design, philosophy, and approaches in units and lessons.Provide guidance and strategies for professional learning that provide teachers opportunities and time to plan instruction and collaborate with colleagues (i.e., professional learning communities, study groups, coaching, feedback and reflective practices.)Includes initial and ongoing curriculum-based professional learning to support the program's sustainability.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.</p> <p>Scoring</p> <p>Narrative Evidence</p>	<ul style="list-style-type: none"> Do the materials provide comprehensive strategies that enable students, parents, and caregivers with an understanding of the program, accompanied by actionable guidance to actively support and enhance student progress and achievement? 	<ul style="list-style-type: none"> Contain strategies for informing students, parents, and/or caregivers about the content their student is learning. Provide forms of communication with parents and caregivers, including for families that may speak and read in a language other than English. Contain suggestions for how parents or caregivers can support student progress and achievement. Provide suggestions for community arts organizations or digital resources which can support caregivers to support student progress and achievement. 	
<p>2.3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based and evidence-based strategies.</p> <p>Scoring</p> <p>0 1 2</p>	<ul style="list-style-type: none"> Do the materials present the program's teaching methodologies and research-based and evidence-based strategies that aid educators' understanding and implementation? 	<ul style="list-style-type: none"> Explain the instructional approaches of the program. Identify and reference research-based and evidence-based strategies that are used in the design. 	

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3f. Materials provide a comprehensive list of suggestions for all required and supplemental supplies to support instructional activities (e.g., music, supplies, videos, community partners etc.)			<ul style="list-style-type: none">Do the materials provide a comprehensive list of supplies needed to support instructional activities?Do the instructional materials provide or include suggestions for supplemental supplies or resources?Do the instructional materials provide resources to obtain any non-included supplies?	<ul style="list-style-type: none">Provide a comprehensive list of required materials.Include a comprehensive list of supplemental supplies.Includes suggestions for quality resources and supplies that are not included.	
Scoring					
Narrative Evidence					
2.3g. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations.			<ul style="list-style-type: none">Do the materials explore multiple implementation pathways and their resource implications?Do materials address trade-offs between implementations, incorporating considerations of time and effectiveness?Do materials prioritize adaptability, promoting flexibility in response to available resources or evolving circumstances?	<ul style="list-style-type: none">Provide a detailed breakdown of the resources needed for each implementation pathway, including time, personnel, materials, and any other required resources.Provide a clear and structured comparison that highlights the trade-offs with different implementation methods and discusses how each option affects time and effectiveness.Provide guidance or suggestions on how to adapt or modify the implementation strategy based on the availability of resources or changing circumstances, demonstrating a proactive approach to flexibility.	
Scoring					
0	1	2			

CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3h. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.			<ul style="list-style-type: none">Do the materials provide specific guidance, examples, or instructions for teachers to effectively utilize embedded technology, where suitable, to enhance and strengthen student learning experiences?	<ul style="list-style-type: none">Provide teacher guidance on how to use embedded technology in supporting and enhancing student learning.Provide step-by-step explanations on integrating digital tools, recommendations for suitable technological resources, or scenarios showcasing technology-enhanced learning activities aligned with the curriculum.Provide troubleshooting tips or strategies for adapting the use of technology to different learning environments or student needs.	
Scoring					
0	1	2			
2.3i. Materials include guidance on safe practice in artmaking and the use of art-making supplies.			<ul style="list-style-type: none">Do the materials include guidance on safe practices for students to engage in artmaking?Do the materials include guidance on safe practices for using art-making supplies?	<ul style="list-style-type: none">Include guidance on how to safely engage in the practice of artmaking and the appropriate use of artmaking supplies.	
Scoring					
0	1	2			
Criterion 2.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (12-14 pts) Partially Meets Expectations (9-11 pts) Does Not Meet Expectations (< 9 pts)					

Gateway 2 Summary	Points Scored
Criterion 2.1: Assessment	/6
Criterion 2.2: Student Supports	/10
Criterion 2.3: Teacher Supports	/14
Gateway 2 Rating Levels	Gateway 2 Total Points
Meets Expectations (25-30 pts) Partially Meets Expectations (19-24 pts) Does Not Meet Expectations (< 19 pts)	/30
Gateway 2 Comments:	