

Instructional Materials: Fine Art Content Rubric Template

Culture of Learning and Belonging

Items	Extensive	Adequate	Inadequate	None
Bias-Free	The material is free from bias and is in compliance with all relevant federal and state laws, rules, and regulations, as listed in the Adequate section for this item. Furthermore, the material “focuses on shared identity and includes the unique characteristics & cultural differences of students in Utah.” (53E-4-204.1) The material supports civic and character education. (53G-10-204)	The material is neutral and is in compliance with the laws, rules, and regulations below: -It can be used by all students, as described in (R277-328) Equal Opportunity in Education. -The material supports educators to be in compliance with (53G-10-202) maintaining constitutional freedom in the public schools. -The material is in alignment with (53G-10-206) Educational freedom. -It is free from advertising, e-commerce, or political interest and is in compliance with the law and community standards.	The material may be interpreted as biased. Or promoting advertising, e-commerce, or political interest. Or maybe considered to regard or treat some groups unfairly.	The material does not comply with federal and state laws, rules, and regulations. The material is biased and favors a point of view that may be distracting to the educational experience of students.
Cultural Awareness	The material promotes respect for distinct socio-cultural identities by representing various cultural and social aspects of society. The material provides many opportunities to recognize and incorporate the diverse ethnic histories, cultures, contributions,	The material displays respect for distinct socio-cultural identities and cultural awareness. Offers some opportunities to recognize and incorporate the diverse ethnic histories, cultures, contributions, and perspectives of peoples from	The material has limited themes of social and cultural histories within the United States and globally.	The material does not apply (N/A) to cultural awareness education or ethnic studies (53E-4-204.1).

	and perspectives of peoples from Utah, the United States, and the world. The material accurately reflects the culture(s), languages, traditions, beliefs, values, and customs of people from diverse backgrounds, including various forms of cultural philosophy and epistemology.	the United States, and the world. The material accurately reflects the culture(s), languages, traditions, beliefs, values, and customs of people from diverse backgrounds.		The material lacks cultural awareness and recognition of diverse perspectives and/or contributions. *Note whether the material is N/A or lacks this item.*
Inclusive Components	The material uses a range of texts, examples, scenarios, applications, and imagery to promote diverse representation, inclusion, and belonging. The material provides cultural backgrounds, contemporary real-life experiences, and contexts that are relevant to local students. It includes diverse characters representing people of color, people with disabilities, various body types, complexions, ages, personalities, and societal roles.	The material provides a range of texts, examples, scenarios, imagery, and applications focusing on various cultures. It includes some diverse characters.	The material provides limited examples of inclusive or cultural real-life experiences and does not include diverse characters.	The components of the material are not inclusive or diverse in nature.
Shared Values and Character Traits	The material focuses on the shared values of diverse people and communities, including the common elements that unite Utahns and the world. -Diverse histories, family units,	The material focuses on the shared values of diverse people and communities, the common elements that unite Utahns, and displays some character traits in its imagery and content.	The material lacks a sense of either shared values or common elements that unite Utahns.	The material does not apply (N/A) to civic and character education (53G-10-204) or

	<p>geographies, cultures, socioeconomic environments, livelihoods, etc.</p> <p>Additionally, figures in the material may be described by their behaviors, beliefs, and values regardless of education, income, or occupational descriptors.</p> <p>The material fosters the development of character traits in students, such as courage, leadership, intelligence, integrity, honesty, respect, morality, civility, duty, honor, and service, along with principles contained in the Constitution. (53G-10-204, Utah's Portrait of a Graduate)</p>		<p>Furthermore, the material has limited resources addressing character traits.</p>	<p>ethnic studies (53E-4-204.1). The material lacks key components of each, such as character traits and shared values. *Note whether the material is N/A or lacks these items.*</p>
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Accessibility

Items	Extensive	Adequate	Inadequate	None
Physical Characteristics	The design of the material is ADA-compliant and can be utilized by all students. In physical terms, this material is durable, interactive, and provides high-quality audio-visual and tactile experiences for all users. The material contains modern, up-to-date, and relatable visuals, including diverse groups of people.	The design of the material is ADA-compliant and can be utilized by all students. In physical terms, this material is durable, interactive, and provides high-quality audio-visual and tactile experiences for all users.	The design of the material is ADA-compliant and can be utilized by all students. In physical terms, this material is fragile in construction and provides limited tactile experiences for students.	The design of the material is ADA-compliant and can be utilized by all students. In physical terms, this material is not designed to be reusable.
Technical Standards	The material goes above and beyond meeting all the technical standards (ISTE Standards and VPAT Compliance), ensures student data privacy is safeguarded, and can be easily installed or accessed without	The material meets all the requirements of federal and state laws, along with the accepted technical standards (ISTE Standards and VPAT Compliance). Additional technical specifications and limitations, including hardware requirements, bandwidth demands, student data privacy, and software/ web access restrictions, are adequately noted in the description. The design of the material	The material is limited by specifications requiring additional materials, technical assistance, hardware, software, or infrastructure. Student data privacy could be at risk—resources within	Student data privacy is at risk.

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	technical assistance. Licensing information is clearly stated in the description.	allows for error-free installation or access without purchasing additional components.	the material end after a trial period.	
Adaptability	The material is currently relevant and adaptable for educators and students to use in individualized or group instructional settings across various content areas. The material can be customized for the needs of diverse learners.	Educators or students can utilize the material, but it may not be customizable for the needs of diverse learners.	The material has limited options to address adaptability for the needs of diverse learners.	The material is not adaptable or easily incorporated into various educational settings with diverse learners.

Content

Items	Extensive	Adequate	Inadequate	None
Alignment	The content of this material is evidence-based and aligns with grade-level Utah fine art core standards. It is current, well-researched, and referenced from reliable sources.	The content of this material is evidence-based or research-based. The material aligns with most grade-level Utah fine art core standards but will need supplementary materials to ensure coverage of all the Utah fine art core standards.	The content of this resource aligns with a few grade-level Utah fine art core standards but is not evidence-based or research-based.	The content of this resource does not align with any of the Utah fine art core standards.
Scaffolding	Supports for these materials are extensive and are available for educators to engage and instruct learners with various skill levels and knowledge backgrounds, assisting all students in enhancing conceptual understanding.	The material contains some scaffolding supports for educators to engage diverse learners in enhancing conceptual understanding.	The material contains a few scaffolding supports for educators.	This material does not have scaffolding supports for educators.
Navigation	Educators and students can navigate the material independently. Instructions are clear and understandable.	The material contains instructions that are understandable and easy to navigate. Students may need educator support to navigate the material.	The material is only usable with direct educator support due to a lack of clear instructions. Students will need educator support to navigate the material.	The instructions in the material are unclear, and navigation is difficult.

Pedagogy

Items	Extensive	Adequate	Inadequate	None
Instructional Support	<p>The material provides multiple examples and strong support to educators of ways to deliver instruction. These may include:</p> <ul style="list-style-type: none"> - Scaffolding Lesson Plans, Personalized/Differentiated Instruction, Experiential Learning, Concept Mapping, Questioning Techniques, or Family Involvement. <p>Furthermore, this material has content that can be problem/project-based, with incorporated skills and concepts that are integrated with other disciplines to support student sense-making. (Transdisciplinary/ Interdisciplinary Content Integration/Arts Integration)</p>	<p>The material provides some examples to educators of ways to deliver instruction. It contains a few of the following: Scaffolding Lesson Plans, Personalized/ Differentiated Instruction, Experiential Learning, Concept Mapping, Questioning Techniques, or Family Involvement.</p>	<p>The material contains a limited amount of instructional support.</p>	<p>The material does not provide instructional support or examples for the educator.</p>
Supplemental Resources	<p>The material provides a wide variety of evidence-based supplemental resources linked to real-world circumstances and contains resources supporting learner variability and rigor for all students (e.g., students with disabilities and multilingual learners).</p>	<p>The material references numerous available supplemental resources.</p>	<p>The material references some available supplemental resources.</p>	<p>The material does not refer to any supplemental resources.</p>
Assessments	<p>The material contains a variety of formative and summative assessments aligned with Utah Core Standards, Personalized Competency-Based Learning, and Universal Design for Learning. It provides appropriate intervention strategies that lead to observable performance and real-world experiences for students in the fine arts.</p>	<p>The material contains summative assessments aligned with Utah Fine Arts Core Standards with few interventions.</p>	<p>The material contains a limited number of assessments without intervention strategies.</p>	<p>The material does not provide assessment materials.</p>

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