



## INSTRUCTIONAL MATERIALS ADMINISTRATOR

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### Recommendation

Yes

**Comments:** Quality teachers will use the text to supplement their plans. They will utilize this for quality informational text and vocabulary examples. The visuals are quality.

**Notation:** These materials are appropriate for 3rd grade.

### Material for Review

**Course:** Art – Intermediate 1 (5001040)

**Title:** Explorations in Art Grade 3 Digital Class Set , Edition: 1st

**Copyright:** 2014

**Author:** Marilyn Stewart, Eldon Katter, Laura Chapman and Nancy Walkup

**Grade Level:** K - 5

### Content

Answer each item below and select the "Save" button to save your responses. You must select the "Save" button before going to another section or leaving this page to save the answers you have provided. If you are unable to complete the section, you may save your answers and come back to complete at a later time. All items must be answered for a section to be considered complete.

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- 5 - VERY GOOD ALIGNMENT
- 4 - GOOD ALIGNMENT
- 3 - FAIR ALIGNMENT
- 2 - POOR ALIGNMENT
- 1 - VERY POOR/NO ALIGNMENT

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Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

**A. Alignment with curriculum 1.** A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

The content does not touch on all FL Visual Art standards according to their correlation sheet. While inspecting the text, I could see where the standards could be taught through the lesson, but not without extra work from the teacher.

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

I really feel that the content is written below standards. The studios seem extremely simple. I believe the level for this text is inaccurate.

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

I wouldn't teach from the book, but I'd use it for informational text and vocabulary examples to go with the lessons I create.

- B. Level of Treatment** 4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

Again, I feel the complexity is too simple.

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

See Answer 5B - text too simple.

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

The chapters are set up so that you can present a little of the chapter at a time (Like a page or concept.)

- C. Expertise for Content Development** 8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

The sources are interesting and not the most overused images. It is nice to see some different master works.

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

I would say they contribute - and that they might be the most successful part of the package.

- D. Accuracy of Content** 10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

I don't see any errors.

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

There is no bias or inflammatory resentment.

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

## Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

It is factual and accurate.

**E. Currency of Content** 14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

I think there is a lot of current practice not highlighted. Use of certain materials or processes - tech use is lacking in the text.

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Students are familiar with the format. It is easy to read and students can pull information fast from the chapters with the features of non-fiction text.

**F. Authenticity of Content** 17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Other than adding some key phrases to studios, I think the interdisciplinary connections are forced and not planned with the end in mind.

**G. Multicultural Representation** 19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

Hardly any people are portrayed in the text. What is there is a good cross section of people.

**H. Humanity and Compassion** 20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

## Presentation

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**A. Comprehensiveness of Student and Teacher Resources** 1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The studios require more planning and additional content to make them an activity of rigor.

**B. Alignment of Instructional Components** 2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The components include aspects of the curriculum, but saying it is aligned very well is a stretch. The components work to support the art teacher and the components are quality materials for the most part.

**C. Organization of Instructional Materials** 3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The organization by theme seems to dominate these kinds of texts rather than by skill because that format teaches history and appreciation at the same time as facilitating studio work.

**D. Readability of Instructional Materials** 4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The visuals are very specific to the text and do a good job of providing examples or further definition.

**E. Pacing of Content** 5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The chapters are easy to chunk if you have shorter class periods. The content is also easy to chunk.

**Accessibility** 6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    **POOR ALIGNMENT**    VERY POOR/NO ALIGNMENT

Justification:

Materials rely on the web browser or additional software to provide supports for everything but magnification.

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

## Learning

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**A. Motivational Strategies**1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

They have added an ePortfolio which will excite the students.

**B. Teaching a Few "Big Ideas"**2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

**C. Explicit Instruction**3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

**D. Guidance and Support**4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

I don't feel that the studios represent content that urges students to independently learn and explore. The questions and the text do encourage independent thinking.

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

There is not much differentiation or encompassing of learning styles.

**E. Active Participation of Students**6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

The activities are aligned, but very simple. I'd adapt any that I use so much they might not resemble the lesson at all.

**F. Targeted Instructional Strategies**8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT

Justification:

It looks like instructional strategies were an after thought.

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

**G. Targeted Assessment Strategies** 10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
Desired learning outcomes are vague.

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
I don't feel the end was thought of before the content was begun. I feel the outcomes would be lower than desired if I used the text completely. (I wouldn't do that anyway...)

**Universal Design for Learning** 12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    **FAIR ALIGNMENT**    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:  
The strategies that are there aren't all encompassing. They've added a venn diagram to each lesson. It seems like it was an after thought.

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

## Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: [http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS\\_ccdefinitions\\_140711.pdf](http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf)  
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **LAFS.3.SL.1.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

2. **LAFS.3.SL.1.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

3. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

4. **LAFS.3.RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

5. **LAFS.3.SL.1.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

6. **LAFS.3.SL.1.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

7. **MAFS.3.G.1.2:** Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

8. **SC.3.P.8.3:** Compare materials and objects according to properties such as size, shape, color, texture, and hardness.

**Remarks/Examples:**

\*\* Florida Standards Connections: MAFS.3.MD.2.4;  
MAFS.K12.MP.5: Use appropriate tools strategically; and,  
MAFS.K12.MP.6: Attend to precision.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

9. **VA.3.C.1.1:** Use the art-making process to develop ideas for self-expression

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

10. **VA.3.C.1.2:** Reflect on and interpret works of art, using observation skills, prior knowledge, and experience.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

11. **VA.3.C.2.1:** Assess personal artworks for completeness and success in meeting intended objectives.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

12. **VA.3.C.2.2:** Compare techniques used by peers and established artists as a basis for improving one's own work.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

13. **VA.3.C.2.3:** Use constructive criticism to improve artwork.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

14. **VA.3.C.3.1:** Critique one's own and others' artworks, and identify the use of structural elements of art and organizational principles of design.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

15. **VA.3.C.3.2:** Describe the connections between visual art and other contexts through observation and art criticism.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

16. **VA.3.C.3.3:** Explain the similarities and differences between artworks and utilitarian objects.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

17. **VA.3.F.1.1:** Manipulate art media and incorporate a variety of subject matter to create imaginative artwork.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

18. **VA.3.F.1.2:** Explore the effects and merits of different solutions to solve an artistic problem.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

19. **VA.3.F.2.1:** Identify places where artists or designers have made an impact on the community.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

20. **VA.3.F.3.1:** Create artwork that communicates an awareness of events within the community.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

21. **VA.3.F.3.2:** Collaborate to complete a task in art.

**Remarks/Examples:**

e.g., mural, mosaic

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

22. **VA.3.F.3.3:** Demonstrate the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st-century skills.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

23. **VA.3.H.1.1:** Describe cultural similarities and differences in works of art.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:



24. **VA.3.H.1.2:** Describe the importance of displaying suitable behavior as part of an art audience.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

25. **VA.3.H.1.3:** Identify and be respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

26. **VA.3.H.2.1:** Compare differences or similarities in artworks across time and culture.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

27. **VA.3.H.2.2:** Examine artworks and utilitarian objects, and describe their significance in the school and/or community.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

28. **VA.3.H.2.3:** Describe various venues in which artwork is on display for public viewing.

**Remarks/Examples:**

e.g., museums, galleries, restaurants, virtual tours

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

29. **VA.3.H.3.1:** Discuss how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

30. **VA.3.O.1.1:** Demonstrate how the organizational principles of design are used to arrange the structural elements of art in personal work.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

31. **VA.3.O.2.1:** Use creative and innovative ideas to complete personal artworks.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

32. **VA.3.O.3.1:** Use symbols, visual language, and/or written language to document self or others.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

33. **VA.3.S.1.1:** Manipulate tools and media to enhance communication in personal artworks.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

34. **VA.3.S.1.2:** Use diverse resources to inspire artistic expression and achieve varied results

**Remarks/Examples:**

e.g., media center, technology, print materials

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

35. **VA.3.S.1.3:** Incorporate ideas from art exemplars for specified time periods and cultures.

**Remarks/Examples:**

e.g., concepts, technique, media, subject matter

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

36. **VA.3.S.1.4:** Choose accurate art vocabulary to describe works of art and art processes.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

37. **VA.3.S.2.1:** Integrate the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

38. **VA.3.S.2.2:** Follow procedures, focusing on the art-making process.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

39. **VA.3.S.3.1:** Use materials, tools, and processes to achieve an intended result in two- and/or three-dimensional artworks.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

40. **VA.3.S.3.2:** Develop craftsmanship skills through repeated practice.

VERY GOOD ALIGNMENT    **GOOD ALIGNMENT**    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

41. **VA.3.S.3.3:** Work within safety guidelines while using tools, media, techniques, and processes.

**VERY GOOD ALIGNMENT**    GOOD ALIGNMENT    FAIR ALIGNMENT    POOR ALIGNMENT    VERY POOR/NO ALIGNMENT  
Justification:

42. **VA.3.S.3.4:** Demonstrate awareness of copyright laws to show respect for the ideas of others when creating art.

VERY GOOD ALIGNMENT    GOOD ALIGNMENT    FAIR ALIGNMENT    **POOR ALIGNMENT**    VERY POOR/NO ALIGNMENT  
Justification:

If you have questions contact Office of Instructional Materials, [imstaff@fldoe.org](mailto:imstaff@fldoe.org) or 850-245-0425

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