

Instructional Materials Review and Approval

Fine Arts K–12 Quality Rubric

Draft as of March 31, 2025

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Implementation Quality

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

	ELA 4–8	Proposed Fine Arts K–12	Rationale
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.	Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.	(no change)
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for <u>various instructional schedules (e.g., rotational schedules) and</u> various instructional calendars (e.g., varying number of instructional days —165, 180, 210).	Materials include suggested pacing to support effective implementation for various instructional schedules (e.g., rotational schedules) and various instructional calendars (e.g., varying number of instructional days).	Removal of reference to specific number of instructional days and addition of example to account for the varied landscape of fine arts implementation.
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	(no change)
1.1d	Materials include protocols with corresponding guidance for unit and lesson internalization.	Materials include protocols with corresponding guidance for unit and lesson internalization.	(no change)
1.1e	Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	(no change)

1.2 Unit-Level Design

	ELA 4–8	Proposed Fine Arts K–12	Rationale
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic <u>and discipline-specific</u> vocabulary necessary to effectively teach the concepts in the unit.	Materials include comprehensive unit overviews that provide the background content knowledge and academic and discipline-specific vocabulary necessary to effectively teach the concepts in the unit.	Addition of “discipline-specific” to account for vocabulary specific to art, music, theater, and dance.
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	(no change)

1.3 Lesson-Level Design

	ELA 4–8	Proposed Fine Arts K–12	Rationale
1.3a	Materials include comprehensive, structured, detailed lesson plans that include <u>daily</u> objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).	Materials include comprehensive, structured, detailed lesson plans that include objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).	Removal of “daily” to account for the varied landscape of fine arts implementation.
1.3b	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson (<u>e.g., equipment, supplies, technology</u>), and the suggested timing for each lesson component.	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson (e.g., equipment, supplies, technology), and the suggested timing for each lesson component.	Addition of examples to emphasize the variety of materials needed in fine arts.
1.3c	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	(no change)

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

	ELA 4–8	Proposed Fine Arts K–12	Rationale
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions, <u>including skills demonstration</u> .	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions, including skills demonstration.	Addition of “skills demonstration” to account for fine arts requirements.
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	Materials include the definition and intended purpose for the types of instructional assessments included.	(no change)
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	(no change)
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	(no change)
2.1e	Instructional assessments include TEKS-aligned items at varying levels of complexity.	Instructional assessments include TEKS-aligned items at varying levels of complexity.	(no change)

2.2 Data Analysis and Progress Monitoring

	ELA 4–8	Proposed Fine Arts K–12	Rationale
2.2a	Instructional assessments and scoring information provide guidance for interpreting student performance.	Instructional assessments and scoring information provide guidance for interpreting student performance.	(no change)
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	(no change)
2.2c	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.	(no change)

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3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

	ELA 4–8	Proposed Fine Arts K–12	Rationale
3.1a	Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills <u>in the course TEKS</u> .	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on content and skills in the course TEKS.	Removal of “grade level” given fine arts courses in middle school and high school are based on course levels vs. grade levels.
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic <u>and discipline-specific</u> language).	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic and discipline-specific language).	Addition of “discipline-specific” to account for language specific to art, music, theater, and dance.
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills <u>in the course TEKS</u> .	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in content and skills in the course TEKS.	Removal of “grade level” given fine arts courses in middle school and high school are based on course levels vs. grade levels.
3.1d	<u>Materials include teacher guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.</u>	Materials include teacher guidance for providing specially designed instruction (SDI) for students receiving supports and services through special education.	Addition of SDI to ensure instructional materials provide special education supports. <i>Note: recommend adding to prior rubrics for continuous improvement; however, do not think it would require a re-review of previously approved instructional materials.</i>

3.2 Instructional Methods

	ELA 4–8	Proposed Fine Arts K–12	Rationale
3.2a	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	(no change)
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	(no change)
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	(no change)

3.3 Support for Emergent Bilingual Students

	ELA 4–8	Proposed Fine Arts K–12	Rationale
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic <u>and discipline-specific</u> language.	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic and discipline-specific language.	Addition of “discipline-specific” to account for language specific to art, music, theater, and dance.
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	(no change)
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic <u>and discipline-specific</u> vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic and discipline-specific vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	Addition of “discipline-specific” to account for vocabulary specific to art, music, theater, and dance.
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	(no change)

Learning Quality

4. Artistic Literacy and Creative Expression

Materials are designed to develop and refine discipline-specific artistic knowledge and skills while providing opportunities for students to perform, exhibit, or present artistic works.

4.1 Artistic Literacy

4.1a	Materials include guidance for teachers to provide explicit (direct) instruction in discipline-specific artistic literacy at the level of depth and complexity required by the course TEKS.
4.1b	Materials explicitly connect new discipline-specific artistic literacy to prior learning across lessons and units within the course and across courses as applicable.
4.1c	Materials consistently provide opportunities for students to develop and use discipline-specific artistic literacy vocabulary.
4.1d	Materials include activities and tasks that require students to demonstrate understanding of discipline-specific artistic literacy at the level of depth and complexity required by the course TEKS.

4.2 Artistic Skill

4.2a	Materials include guidance for teachers to provide explicit (direct) instruction in discipline-specific artistic skills at developmentally appropriate levels and in alignment with the course TEKS.
4.2b	Materials explicitly connect new discipline-specific artistic skills to prior learning across lessons and units within the course and across courses as applicable.
4.2c	Materials provide opportunities for students to develop discipline-specific artistic skills through performing, exhibiting, or presenting artistic works at developmentally appropriate levels and in alignment with the course TEKS.
4.2d	Materials provide opportunities for students to refine discipline-specific artistic skills through activities and tasks that progressively increase in rigor and complexity over lessons and units within the course.
4.2e	Materials include activities and tasks that require students to demonstrate mastery of discipline-specific artistic skills through performing, exhibiting, or presenting artistic works at developmentally appropriate levels and in alignment with the course TEKS.

4.3 Creative Expression

4.3a	Materials provide opportunities for students to explore a variety of discipline-specific art forms (e.g., variety of media, variety of performance genres and styles).
4.3b	Materials provide opportunities for students to create, adapt, or extend discipline-specific artistic works for performance, exhibition, or presentation (in line with appropriate fair use).
4.3c	Materials include guidance for teachers on promoting student agency in making or selecting discipline-specific artistic works for study, performance, exhibition, or presentation.
4.3d	Materials include guidance for teachers on fostering students' artistic independence in developmentally appropriate ways.

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5. Critical Evaluation and Response

Materials provide opportunities for students to interpret, evaluate, and respond to discipline-specific artistic works of self and others.

5.1 Evaluating and Responding to Artistic Works

5.1a	Materials include guidance for teachers to provide explicit (direct) instruction in interpreting, evaluating, and responding to discipline-specific artistic works of other artists at the level of depth and complexity required by the course TEKS.
5.1b	Materials emphasize the use of discipline-specific vocabulary in interpreting, evaluating, and responding to artistic works.
5.1c	Materials provide opportunities for students to practice interpreting, evaluating, and responding to discipline-specific artistic works of other artists through activities and tasks that progressively increase in rigor and complexity over lessons and units within the course.

5.2 Giving and Receiving Feedback on Artistic Works

5.2a	Materials include guidance for teachers to provide explicit (direct) instruction in giving and receiving feedback on discipline-specific artistic works to self and other students.
5.2b	Materials provide opportunities for students to give feedback on discipline-specific artistic works created by other students.
5.2c	Materials provide opportunities for students to receive feedback on their discipline-specific artistic works from teachers and other students.
5.2d	Materials include guidance for teachers to provide feedback to students to refine their discipline-specific artistic works.
5.2e	Materials provide opportunities for students to engage in self-reflection or self-evaluation to refine their discipline-specific artistic works.

6. Connections and Context

Materials are designed to deepen understanding of the discipline by examining the arts through interdisciplinary connections and historical and cultural context.

6.1 Interdisciplinary Connections

6.1a	Materials include guidance for teachers to provide explicit (direct) instruction on interdisciplinary connections within and across the fine arts disciplines, and between fine arts and core academic subjects (e.g., literacy, math, social studies) as applicable.
6.1b	Materials provide opportunities for students to explore interdisciplinary connections within and across the various fine art disciplines, and between fine arts and core academic subjects (e.g., literacy, math, social studies) as applicable.

6.2 Historical and Cultural Context

6.2a	Materials include guidance for teachers to provide explicit (direct) instruction on relevant discipline-specific historical and cultural context at the level of depth and complexity required by the course TEKS.
6.2b	Materials include activities and tasks that require students to demonstrate understanding of relevant discipline-specific historical and cultural context at the level of depth and complexity required by the course TEKS.
6.2c	Materials provide opportunities for students to explore a variety of discipline-specific artistic works and traditions (e.g., variety of historical and contemporary artistic works, artistic traditions from diverse cultures).