

### Creative Photography Evaluation Rubric for Core Instruction

<b>Name of Publisher/Text:</b>				
<b>Name of Evaluator(s):</b>			<b>School/Department:</b>	
Rate by checking the number that best indicates the degree to which the materials satisfy each Indicator.				
<b>SCALE</b>	<b>4 – Thoroughly</b> <i>(far above average)</i>	<b>3 – Good</b> <i>(adequate)</i>	<b>2 – Poor</b> <i>(barely adequate)</i>	<b>1 – Unsatisfactory</b> <i>(very inadequate)</i>
<i>*Adapted from Florida Department of Education’s Core Rubric Questions.</i>				
This publisher passed the following criteria as indicated through a preliminary screener:				
<ul style="list-style-type: none"> <li>• Materials align to Rule 6A-1.094124 F.A.C., which prohibits Critical Race Theory.</li> <li>• Materials omit Culturally Responsive Teaching as it relates to Critical Race Theory.</li> <li>• Materials omit Social Justice as it relates to Critical Race Theory.</li> <li>• Materials omit Social Emotional Learning.</li> </ul>				

<b>CONTENT</b>					
Indicators	4	3	2	1	Notes
a. Alignment with Curriculum • Content aligns with the state’s standards, benchmarks, and clarifications for subject, grade level and learning outcomes.					
b. Alignment with Curriculum • Materials are adaptable and useful for classroom instruction.					
c. Level of Treatment • The content matches the standards.					
d. Accuracy of Content • The content is presented accurately (Material should be devoid of typographical or visual errors.)					
e. Accuracy of Content • The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).					
f. Currency of Content • The content is up-to-date according to current research and standards of practice.					
g. Currency of Content • The content is presented to the curriculum, standards and benchmarks in an appropriate and relevant context.					
h. Currency of Content • The content is presented in an appropriate and relevant context for the intended learners.					
i. Authenticity of Content • The content include connection to life in a context that is meaningful to students.					
j. Authenticity of Content • The material includes interdisciplinary connections which are intended to make the content meaningful to students.					
k. Multicultural Representation • 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).					
l. Humanity and Compassion • The materials portray people and animals with compassion, sympathy, and consideration of their needs and values, and exclude pornography and inhuman treatment. (An exception may be necessary for units covering animal welfare.)					
In general, is the CONTENT of the benchmarks and standards for this course covered in the material?					

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PRESENTATION					
Indicators	4	3	2	1	Notes
a. Comprehensive of Student and Teacher Resources <ul style="list-style-type: none"> <li>The comprehensiveness of the student resources addresses the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.</li> </ul>					
b. Organization of Instructional Materials <ul style="list-style-type: none"> <li>The materials are consistent and logical organization of the content for the subject area.</li> </ul>					
c. Readability <ul style="list-style-type: none"> <li>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.</li> </ul>					
d. Pacing of Content <ul style="list-style-type: none"> <li>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.</li> </ul>					
e. Accessibility <ul style="list-style-type: none"> <li>The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material.</li> </ul>					
In general, how well does the submission satisfy PRESENTATION requirements?					

LEARNING					
Indicators	4	3	2	1	Notes
a. Motivational Strategies <ul style="list-style-type: none"> <li>Instructional materials include features to maintain learner motivation.</li> </ul>					
b. Explicit Instruction <ul style="list-style-type: none"> <li>The materials contain clear statements of information and outcomes.</li> </ul>					
c. Guidance and Support <ul style="list-style-type: none"> <li>The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers</li> </ul>					
d. Active Participation of Students <ul style="list-style-type: none"> <li>The materials engage the physical and mental activity of students during the learning process.</li> </ul>					
e. Active Participation of Students <ul style="list-style-type: none"> <li>Are the activities included organized logically with the extension of content, goals and objectives?</li> </ul>					
f. Targeted Assessment Strategies <ul style="list-style-type: none"> <li>The materials correlate assessment strategies to the desired learning outcomes.</li> </ul>					
g. Universal Design for Learning <ul style="list-style-type: none"> <li>The submission incorporates strategies, materials, activities, etc. that consider the needs of all students.</li> </ul>					
In general, does the submission satisfy LEARNING requirements?					

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