



# High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION



OKLAHOMA  
Education

# Oklahoma General Instructional Materials Evaluation Rubric

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in ensuring the adoption of high-quality instructional materials that meet the needs of students within a district. This evaluation rubric is designed to offer an evaluation structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards (OAS) and other criteria for high-quality instructional materials. 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/Key Questions**. Additionally, **Priority Indicators** are indicated with an asterisk (\*) in an effort to draw reviewers' attention to aspects of the reviewed materials that will likely need to be supplemented if the given instructional materials are adopted. Each **Indicator** is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality using a 0-1-2 or 0-2-4 scale score.

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

- Gateway 1: Alignment and Coherence**
  - Advance to Gateway 2 only if Exemplifies Quality Expectations or Approaching Quality Expectations.
- Gateway 2: Instructional Support**
  - Advance to Gateway 3 only if Exemplifies Quality Expectations or Approaching Quality Expectations.
- Gateway 3: Access and Technology**

Remember to focus on what is present in the instructional materials and any supplemental resources rather than what might be inferred. All scores should be based on evidence observed from the instructional materials themselves.

<b>Title of Material(s)</b>		<b>Grade(s) Evaluated</b>	
<b>Publisher</b>		<b>Reviewer</b>	

Review Summary	Criterion	Score	Rating
<b>Gateway 1: Alignment and Coherence</b>	1.1		
	1.2		
	<b>Sub-Total</b>		
<b>Gateway 2: Instructional Support</b>	2.1		
	2.2		
	2.3		
	<b>Sub-Total</b>		
<b>Gateway 3: Access &amp; Technology</b>	3.1		
<b>Overall Rating</b> <b>Exemplifies Quality:</b> All Gateways are Exemplifies Quality <b>Approaching Quality:</b> All Gateways are Approaching Quality or Better <b>Not Representing Quality:</b> Any Gateway is Not Representing Quality	<b>Total Score</b>	<b>Final Rating</b>	

## Gateway 1: Alignment and Coherence

High-quality instructional materials are aligned and coherent for their subject area and grade level. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview	Available Points
<b>Criterion 1.1: Alignment and Research-Based Instructional Design</b> <b>Indicators 1a - 1c</b> The materials support student learning associated with content and skills of the subject area and grade-level under review.	8
<b>Criterion 1.2: Coherence</b> <b>Indicators 1d - 1f</b> The materials attend to the learning progressions associated with the subject-area under review, so that the curriculum is coherent both within grades and across grade bands.	8
<b>Total Available Points in Gateway 1</b>	<b>16</b>

Criterion 1.1 Alignment and Research-Based Instructional Design		The materials support student learning associated with content and skills of the subject area and grade under review.		
Indicators	Guiding/Key Questions	Score	Comments	
<b>*1a. Materials provide a sequence or collection of activities and texts that build content knowledge and skills aligned with the applicable subject area.</b>	Do the materials align with the content and skills associated with the applicable subject area.?	0 2 4		
<b>1b. Materials align to research-based instructional practices associated with the applicable subject-area.</b>	Do materials align to research-based instructional practices?	0 1 2		
<b>1c. Materials include a mixture of instructional strategies (e.g., discussions, modeling, student activities, projects, etc.).</b>	Do materials allow for a variety of instructional strategies within the lessons and across the curriculum?	0 1 2		
<b>Criterion 1.1 Summary</b>		<b>Sub-Total</b>	<b>Rating Levels</b>	<b>Rating</b>
		<b>/ 8</b>	<b>Exemplifies Quality:</b> 7-8 <b>Approaching Quality:</b> 5-6 <b>Not Representing Quality:</b> 0-4	

<b>Criterion 1.2 Coherence</b>		The materials attend to the learning progressions associated with the subject-area under review, so that the curriculum is coherent both within grades and across grade bands.		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>*1d. An explicit scope and sequence is provided that fosters coherence between grade-levels and can be completed within a typical school year with little to no modification.</b>	Is the amount of time for content and skills explicitly identified and coherent?	0 2 4		
<b>1e. Materials make connections to topics covered in past lessons so students connect new learning with background knowledge.</b>	Are past topics and lessons referenced as new concepts are added?	0 1 2		
<b>1f. Content is appropriate to the grade-level and considers students' prior knowledge to incorporate this knowledge into the lesson and/or cover material not previously covered.</b>	Is content grade-level appropriate?  Does content incorporate student prior knowledge?	0 1 2		
<b>Criterion 1.2 Summary</b>		<b>Sub-Total</b>	<b>Rating Levels</b>	<b>Rating</b>
		<b>/ 8</b>	<b>Exemplifies Quality: 7-8</b> <b>Approaching Quality: 5-6</b> <b>Not Representing Quality: 0-4</b>	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
<b>16</b>	Exemplifies Quality: 14-16		
	Approaching Quality: 9-13		
	Not Representing Quality: 0-8		
Gateway 1 Comments			

## Gateway 2: Instructional Support

Gateway 2 examines the way materials support teachers to fully utilize the curriculum and understand the skills and learning of their students. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2: Overview	Available Points
<b>Criterion 2.1: Student Learning</b> <b>Indicators 2a - 2c</b> The materials identify ways in which materials are designed for each child's regular and active participation in grade-level/grade band/series content.	8
<b>Criterion 2.2: Teacher Support and Supplemental Material</b> <b>Indicators 2d - 2g</b> The materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.	10
<b>Criterion 2.3: Assessment</b> <b>Indicators 2h - 2i</b> The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress towards content and skill proficiency.	10
<b>Total Available Points in Gateway 2</b>	<b>28</b>



<b>Criterion 2.1 Student Learning</b>		The materials identify ways in which materials are designed for each child's regular and active participation in grade-level/grade band/series content.		
Indicators	Guiding/Key Questions	Score		
<p><b>*2a. Materials provide appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Supports diverse cultural and linguistic backgrounds, interests and styles.</li> <li><input type="checkbox"/> Provides extra support for students working below grade level.</li> <li><input type="checkbox"/> Provides extensions for students with high interest or working above grade level.</li> </ul>	Do materials provide teachers with strategies for meeting a range of learner needs?	0 2 4		
<p><b>2b. Materials within each lesson provide multiple representations by adapting for a variety of different types of learners using alternatives to reading, writing, listening, and speaking such as translations, pictures, or graphic organizers.</b></p>	Do materials provide multiple representations for different types of learners?	0 1 2		
<p><b>2c. Assessment methods are varied, making them accessible to all students and do not penalize or reward students due to exceptionalities.</b></p>	Are assessment methods varied to all accessibility for all types of students?	0 1 2		
<b>Criterion 2.1 Summary</b>		<b>Sub-Total</b>	<b>Rating Levels</b>	<b>Rating</b>
		<b>/8</b>	<b>Exemplifies Quality: 7-8</b> <b>Approaching Quality: 5-6</b> <b>Not Representing Quality: 0-4</b>	

Criterion 2.2 Teacher Supports and Supplemental Materials		The materials include resources for teachers to effectively plan and implement materials with integrity and to further develop their professional learning.	
Indicators	Guiding/Key Questions	Score	Comments
<b>2d. Materials are educative and accessible for teachers with differing levels of content knowledge.</b>	Do the materials include features (glossaries, footnotes, recordings, pictures, etc.) that aid teachers (and students) in using them effectively?	0 1 2	
<b>2e. Materials provide teachers with common misconceptions and challenges that students have regarding concept and skill development and potential instructional strategies to address those challenges.</b>	Are common misconceptions and challenges provided?  Are possible explanations or solutions shared to help students overcome these?	0 1 2	
<b>*2f. Materials contain teacher' support materials with:</b> <input type="checkbox"/> ample and useful annotations, and <input type="checkbox"/> suggestions on how to present the content in the student edition.	Are there overview sections and/or annotations that contain narrative information about the content that will assist the teacher in presenting the student material?	0 2 4	
<b>2g. Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing standards that might be addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide).</b>	Is there clear documentation that aligns applicable standards to lessons/chapters/units/topics?  Is there clear documentation that provides estimated instructional time for lessons/chapters/units/topics?	0 1 2	

	Sub-Total	Rating Levels	Rating
<b>Criterion 2.2 Summary</b>	<b>/ 10</b>	<b>Exemplifies Quality:</b> 8-10 <b>Approaching Quality:</b> 6-7 <b>Not Representing Quality:</b> 0-5	

<b>Criterion 2.3 Assessment</b>		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress towards content and skill proficiency.	
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>
<b>2h. Materials provide strategies for gathering information on students' prior knowledge and skills and across grade levels.</b>	Do materials provide strategies to gather information on students' prior knowledge and skills?	0 1 2	
<b>2i. Assessments include rubrics that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</b>	Do materials include scoring guidance (rubrics, anchors, etc.)  Does the guidance include support for teachers to interpret student performance and suggestions for follow-up?	0 1 2	
<b>2j. The assessment materials include embedded assessments that reflect a variety of knowledge and skill levels.</b>	Do materials include assessments that reflect a variety of knowledge levels?	0 1 2	
<b>2k. Varied models of formative assessments (performance-based tasks, questions, projects, and self-assessment) are embedded into the content materials and assess the learning targets.</b>	Do the materials include multiple types of formative assessments?	0 1 2	
<b>2l. Varied models of summative assessments (e.g. performance-based tasks, questions, and projects) are embedded into the content materials and assess the learning targets.</b>	Do the materials include multiple types of summative assessments?	0 1 2	

<b>Criterion 2.3 Summary</b>	<b>Sub-Total</b>	<b>Rating Levels</b>	<b>Rating</b>
	/ 10	<b>Exemplifies Quality: 8-10</b> <b>Approaching Quality:6-7</b> <b>Not Representing Quality:0-5</b>	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
<b>28</b>	<b>Exemplifies Quality: 23-28</b> <b>Approaching Quality: 15-22</b> <b>Not Representing Quality: 0-14</b>		
<b>Gateway 2 Comments</b>			

## Gateway 3: Access and Technology

Schools can use digital resources in a variety of ways to support teaching and learning. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3: Overview	Available Points
<b>Criterion 3.1: Accessibility and Technology</b> <b>Indicators 3a-3e</b> Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement.	<b>Narrative Evidence Only</b>
<b>Total Available Points in Gateway 3</b>	<b>--</b>

<b>Criterion 3.1 Accessibility and Technology</b>		<b>Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement.</b>		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>3a. Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level content and skills, when applicable.</b>	Do the materials integrate digital technology and interactive tools in ways that support student engagement in content?	Narrative Evidence Only		
<b>3b. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.</b>	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only		
<b>3c. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.</b>	Does the visual design support student learning and engagement, without being visually distracting?	Narrative Evidence Only		
<b>3d. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.</b>	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only		
<b>3e. Materials are available in a digital platform and support remote learning opportunities.</b>	Do the materials support virtual/remote or blended learning?	Narrative Evidence Only		
<b>Criterion 3.1 Summary</b>		<b>Sub-Total</b>	<b>Rating Levels</b>	<b>Rating</b>
		/	Exemplifies Quality: Approaching Quality: Not Representing Quality:	--

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
■ ■	Exemplifies Quality:	■ ■	■ ■
	Approaching Quality:		
	Not Representing Quality:		
Gateway 3 Comments			