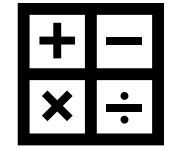




High-Quality Instructional Materials

OFFICE OF STANDARDS and LEARNING



3-5



Big Ideas
Learning
OKLAHOMA
Education



Oklahoma
MATH 3

Ron
Larson

Nick
Lopez

India
White

Oklahoma
MATH 4

Ron
Larson

Nick
Lopez

India
White

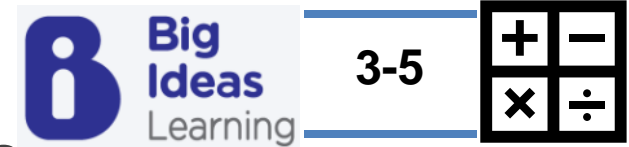
Oklahoma
MATH 5

Ron
Larson

Nick
Lopez

India
White

Oklahoma Mathematics Instructional Materials Evaluation Rubric

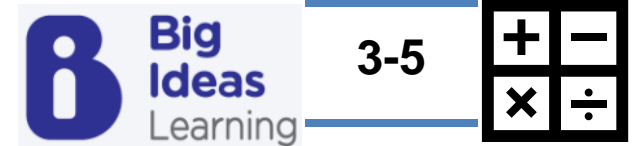


Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in ensuring the adoption of high-quality instructional materials that meet the needs of students within a district. This evaluation rubric is 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 three **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding Questions**. Additionally, **Priority Indicators** are indicated with an asterisk (*) as they have been deemed most essential to a quality program. Each **Indicator** is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality using a 0-1-2 or 0-2-4 scale score.

All scores should be based on evidence observed from the instructional materials themselves, rather than what might be inferred. The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted to move forward with reviewing the next Gateway (→). If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted not to move forward with reviewing the next Gateway (⊗).

Gateway 1 Alignment with the Oklahoma Academic Standards and Coherence	Exemplifies Quality →	Gateway 2 Building Student Knowledge	Exemplifies Quality →	Gateway 3 Teacher and Student Supports and Usability
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ⊗		Not Representing Quality ⊗	

Titles of Material(s)		Grade(s) Evaluated	
Publisher		Reviewer	

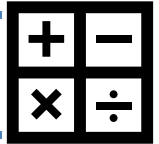


Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

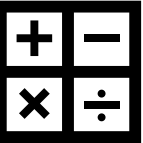
The instructional materials are coherent and consistent with the Oklahoma Academic Standards that specify what all students should know and be able to do as learners of mathematics at the end of each grade level.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

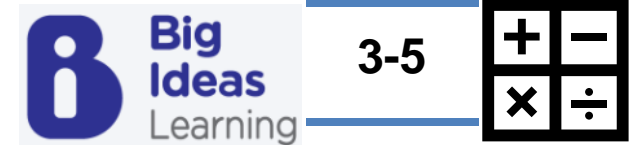
Gateway 1 Overview		
Criterion	Indicators	Available Points
Criterion 1.1: Alignment to the Oklahoma Academic Standards The instructional materials align with the Oklahoma Academic Standards for Mathematics.	1a. - 1f.	14
Criterion 1.2: Learning Progressions and Coherence The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.	1g. - 1j.	10
		24



Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments	
<p>1a. The materials provide students with opportunities to develop a deep understanding of numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another, as represented in the Oklahoma Academic Standards for Mathematics Numbers & Operations strand.</p>	<ul style="list-style-type: none"> Do the materials prompt students to relate and connect numbers? Do the materials include a variety of models to develop number sense concepts? 	0 1 2 ___ out of 2		
<p>1b. The materials provide students with opportunities to understand patterns, represent and analyze mathematical situations involving unknowns, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra and Algebraic Reasoning strands.</p>	<ul style="list-style-type: none"> Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematical and contextual situations? Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model relevant situations where grade appropriate? Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships? 	0 1 2 ___ out of 2		



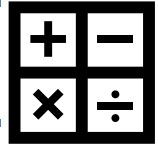
Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments	
<p>1c. The instructional materials provide students with opportunities to analyze characteristics of two-and three-dimensional objects; categorize and compare objects based on geometric relationships; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand measurable attributes of objects and the units, systems, and processes of measurement; and apply appropriate techniques, tools, and formulas to determine measurements, as represented in the Oklahoma Academic Standards for Mathematics Geometry and Measurement strand.</p>	<ul style="list-style-type: none"> Do the materials include tasks that prompt students to recall, generate, model, and justify geometric concepts? Do the materials include tasks with a variety of two- and three-dimensional objects to promote visualization, spatial reasoning, and geometric modeling? 	<p>0 1 2 ___ out of 2</p>		
<p>1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data, and should provide students with opportunities to collect, organize, and display relevant data, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand.</p>	<ul style="list-style-type: none"> Do the materials include a variety of student interests and prompt student investigation to collect, organize, and display data? Do the materials model the use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics) of data and mathematical relationships? 	<p>0 1 2 ___ out of 2</p>		



Criterion 1.1 Alignment to the Oklahoma Academic Standards		The instructional materials align with the Oklahoma Academic Standards for Mathematics.	
Indicators	Guiding Questions	Score	Comments
*1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics.	<ul style="list-style-type: none"> • Are all Oklahoma Academic Standards for the course supported by the content of the materials? • Are all Oklahoma Academic Standards for the course addressed with the appropriate depth to support students in learning the skills and information contained in the standards? 	0 2 4 ___ out of 4	
1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant experiences.	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2 ___ out of 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	



3-5



<p>Criterion 1.2 Learning Progressions and Coherence</p>	<p>The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.</p>		
<p>Indicators</p>	<p>Guiding Questions</p>	<p>Score</p>	<p>Comments</p>
<p>Criterion 1.2 Summary</p>	<p>Rating Levels</p>	<p>Sub-Total</p>	<p>Rating</p>
	<p>Exemplifies Quality: 8 - 10 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6</p>	<p>/ 10</p>	



Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	Exemplifies Quality: 20 - 24	out of 24	
	Approaching Quality: 13 - 19		
	Not Representing Quality: 0 - 12		

Gateway 1 Comments

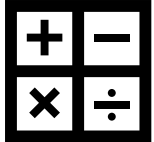
Gateway 2: Building Student Knowledge and Access

Gateway 2 examines the way materials provide opportunities for students to engage with, discuss, problem-solve, and deeply understand mathematics.

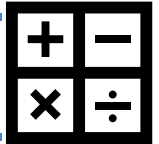
To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **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		
Criterion	Indicators	Available Points
<p>Criterion 2.1: Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs) The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.</p>	2a. - 2g.	14
<p>Criterion 2.2: The Actions and Processes of the Oklahoma Academic Standards for Mathematics The instructional materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.</p>	2h. - 2l.	12
<p>Criterion 2.3 Assessment The instructional materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.</p>	2m. - 2r.	14
		40



Criterion 2.1 Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)		The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.	
Indicators	Guiding Questions	Score	Comments
2f. Attention to Developing a Productive Mathematical Disposition: Materials include opportunities for students to make use of patterns and mathematical structures and develop the ability to persevere and become resilient, effective problem solvers.	<ul style="list-style-type: none"> Do the materials provide opportunities for students to collaborate with one another, reflect, and ask clarifying questions to develop a value for alternative ways of knowing? Do the materials encourage a student mindset that problem solving extends beyond procedural or algorithmic activities with a goal that is limited to the identification of a correct answer? 	0 1 2 ___ out of 2	
2g. Attention to Developing the Ability to Make Conjectures, Model, and Generalize: Materials include opportunities to make predictions, draw conclusions, and make sense of problems through the use of modeling and other problem-solving strategies.	<ul style="list-style-type: none"> Do the materials prompt students to make a prediction about possible outcomes to a question and explain with reasoning? Do the materials allow students to make connections between ideas, refine processes, and extend their known strategies to apply to larger numbers and problems? 	0 1 2 ___ out of 2	
Rating Levels		Sub-Total	Rating
Criterion 2.1 Summary		Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14



Criterion 2.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Comments
2m. The materials provide strategies and guidance for gathering information on students' prior knowledge within and across grade levels to guide instruction and differentiation.	Do the materials include strategies, prompts, formative assessment probes, or other guidance that support teachers in gathering information on students' prior knowledge, both within and across grade levels, in order to guide grade-level instruction and differentiation?	0 1 2 ___ out of 2	
2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.	<ul style="list-style-type: none"> ● Do the materials include tasks that ask students to produce models, practice fluency, create arguments, justify their answers, attend to mathematical practices, and make relevant connections? ● Do the materials include tasks that offer revision opportunities for students from self-reflection and/or feedback from peers and/or a teacher on the task? 	0 1 2 ___ out of 2	
*2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.	<ul style="list-style-type: none"> ● Do the materials provide a variety of assessments including ongoing formative, interim/benchmark, and summative? ● Do materials denote what standard is being assessed by each item? ● Are students provided opportunities to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)? 	0 2 4 ___ out of 4	

Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments
2p. The materials provide students with resources to monitor their own progress and set academic goals.	<ul style="list-style-type: none"> Do materials provide opportunities for students to monitor their own progress (e.g., end-of-section reflection questions, checks-for-understanding, progress monitoring form) ? Do the materials include scaffolds (e.g., guiding questions, graphic organizers) for students to set math learning goal(s) for themselves? 	0 1 2 ___ out of 2	
2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	<ul style="list-style-type: none"> Do materials support the usage of a variety of accommodations that allow the student to demonstrate their knowledge, skills, and abilities? Do materials support the usage of a variety of accommodations that alter the experience including alterations of timing, setting, presentation, and response? Are students presented with assessment tasks that have more than one method or approach for solving? 	0 1 2 ___ out of 2	
2r. The materials provide explicit guidance for teachers to use evidence of student thinking to assess their progress toward math understanding and to adjust instruction continually in ways that support and extend learning.	<ul style="list-style-type: none"> Do materials include scoring guidance (e.g., rubrics, anchors)? Does the guidance include support for teachers to interpret student performance and suggestions for follow-up? 	0 1 2 ___ out of 2	



Criterion 2.3 Assessment	The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments
Criterion 2.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	



Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
40	Exemplifies Quality: 32 - 40	out of 40	
	Approaching Quality: 21 - 31		
	Not Representing Quality: 0 - 20		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports and Usability

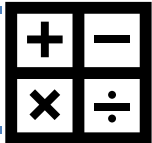
Materials support teachers to fully utilize the curriculum and understand the skills and learning of their students.

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 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview		
Criterion	Indicators	Available Points
Criterion 3.1: Differentiation, Scaffolding, and Supports for All Learners The materials give all students extensive opportunities and support to explore key concepts.	3a. - 3g.	10
Criterion 3.2: Teacher Planning and Learning for Success with the Oklahoma Academic Standards for Mathematics The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.	3h. – 3k.	10
		20

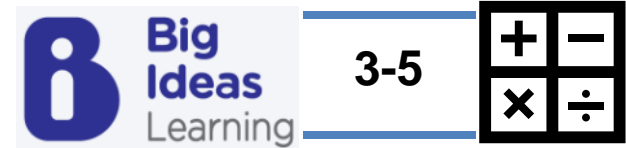
Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners	The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	Guiding Questions	Score	Comments
3a. The materials sequence math tasks in a way that is intentional and supports student learning.	<ul style="list-style-type: none"> Are the sequencing of assignments intentional in development (e.g., concrete before abstract, logical flow of material)? Do the materials provide problems and exercises that intentionally build student background knowledge and enable students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts? 	0 1 2 ___ out of 2	
3b. Manipulatives or models are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.	<ul style="list-style-type: none"> Are the manipulatives or models consistent representations of the mathematical objects? Are the manipulatives or models connected to a variety of math tasks found in the materials? 	0 1 2 ___ out of 2	
3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.	<ul style="list-style-type: none"> Do the materials maintain a consistent layout for each lesson? Are the representations and models supportive of student learning and engagement without being visually distracting? 	Narrative Evidence Only	



Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners		The materials give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
3d. The materials incorporate a glossary, footnotes, recordings, graphics, and/or other features that aid students in using the materials to progress understanding of mathematical concepts.	Do the materials include features (e.g., glossaries, footnotes, recordings, pictures, charts, tables) that aid students and teachers in using them effectively?	0 1 2 ___ out of 2	
3e. The materials include opportunities for teachers to personalize learning for all students.	<ul style="list-style-type: none"> Do the materials integrate tangible and/or digital interactive tools, manipulatives/objects, and/or dynamic mathematics software in ways that engage students in mathematical actions and processes and support differentiation? Do the materials provide supporting resources for teachers to adapt lessons or activities based on student need and experiences? 	0 1 2 ___ out of 2	
3f. Any digital materials are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems and are not proprietary to any single platform) and allow the use of tablets and mobile devices.	<ul style="list-style-type: none"> Are digital materials (either included as part of the comprehensive materials or as a part of a digital curriculum) web-based and compatible with multiple internet browsers? Are materials “platform neutral”? 	Narrative Evidence	



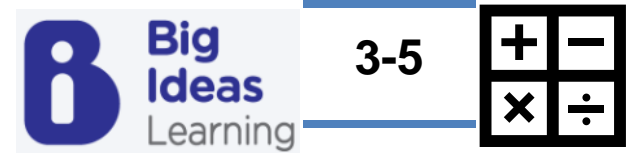
Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners		The materials give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
<p>3g. Materials provide teachers with strategies for meeting the needs of a range of learners.</p>	<ul style="list-style-type: none"> Do the materials provide appropriate supports, scaffolds, and/or accommodations for all students, including exceptional populations and diverse learners (e.g., learners with IEPs, heritage language learners, multilingual learners, and gifted learners) that will support their regular and active participation in learning mathematics? Do the materials provide opportunities for teachers to use a variety of grouping strategies for regular and intervention instruction (e.g., individual, small group, whole group)? If the materials include technology, it provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars)? 	<p>0 1 2</p> <p>___ out of 2</p>	
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating
	<p>Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5</p>	/ 10	



Criterion 3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards		The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts.	
Indicators	Guiding Questions	Score	Comments
<p>3h. The materials support teachers in planning and delivering effective instruction by providing:</p> <ul style="list-style-type: none"> ● Techniques to guide students' mathematical development. ● Common student errors and misconceptions with ways to identify and address these errors and misconceptions. 	<ul style="list-style-type: none"> ● Are there embedded resources that explain common misconceptions and how the teacher can navigate through, or leverage, the misconception to progress learner understanding? ● Do the techniques provided help teachers guide students' math development (e.g., question stems, facilitation guides, suggestions for differentiation)? 	<p>0 1 2</p> <p>___ out of 2</p>	
<p>*3i. The materials include a teacher's edition that contains:</p> <ul style="list-style-type: none"> ● Full, adult-level explanations and examples of mathematics concepts in each lesson. ● Ample and useful annotations. ● Suggestions for how to present the content in the student edition and in any supplemental materials. ● Guidance for the use of embedded technology to support and enhance student learning (when applicable). 	<ul style="list-style-type: none"> ● Are there overview sections and/or annotations that contain narrative information about the math content and/or ancillary documents that will assist the teacher in presenting the student material, understanding the standards, and allowing for seamless transitions of that knowledge of student learning? ● If technology support is embedded, are there links that will enhance the learning for all students? 	<p>0 2 4</p> <p>___ out of 4</p>	



	Rating Levels	Sub-Total	Rating
Criterion 3.2 Summary	Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5	/ 10	



Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
20	Exemplifies Quality: 16 - 20	out of 20	
	Approaching Quality: 11 - 15		
	Not Representing Quality: 0 - 10		
Gateway 3 Comments			