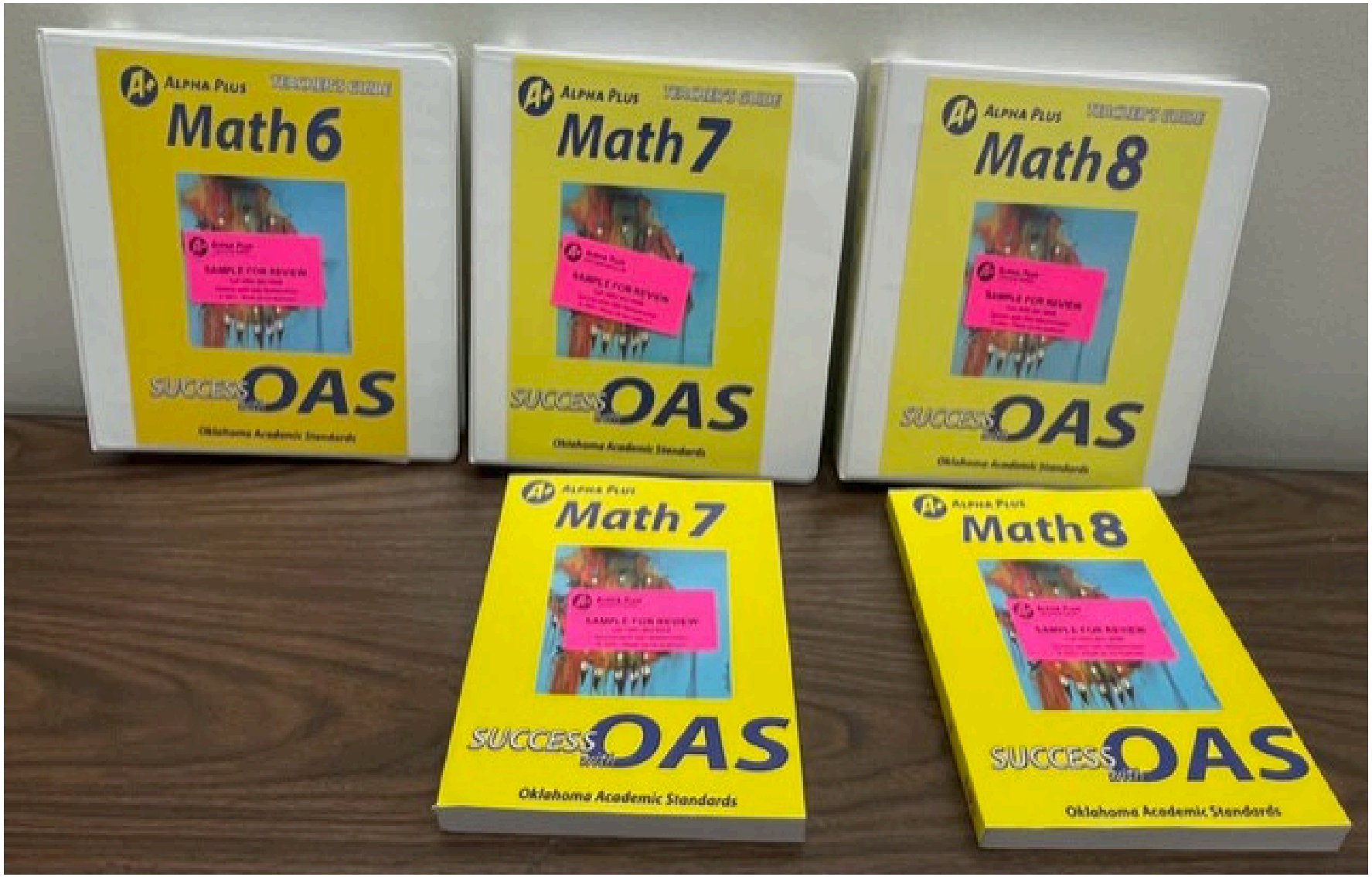
High-Quality Instructional Materials

6-8

OFFICE OF STANDARDS and LEARNING

ALPHA PLUS Educational Systems

OKLAHOMA Education


ALPHA PLUS
Math 6
SUCCESS with OAS
Oklahoma Academic Standards
ALPHA PLUS
Math 7
SUCCESS with OAS
Oklahoma Academic Standards
ALPHA PLUS
Math 8
SUCCESS with OAS
Oklahoma Academic Standards
ALPHA PLUS
Math 7
SUCCESS with OAS
Oklahoma Academic Standards
ALPHA PLUS
Math 8
SUCCESS with OAS
Oklahoma Academic Standards

Oklahoma Mathematics Instructional Materials Evaluation Rubric

ALPHA PLUS Educational Systems 6-8

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		**Gateway 2** Building Student Knowledge		**Gateway 3** Teacher and Student Supports and Usability
	Exemplifies Quality →		→	
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ☒		Not Representing Quality ☒	

Titles of Material(s)		**Grade(s) Evaluated**	
Publisher	Alpha Plus	**Reviewer**	

ALPHA PLUS Educational Systems

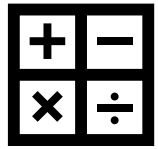
6-8

Review Summary

Gateway		Criterion	Score	Rating
1	Alignment with the Oklahoma Academic Standards and Coherence	1.1 Alignment with the Oklahoma Academic Standards	/ 14	
		1.2 Learning Progressions and Coherence	/ 10	
		Gateway 1 Sub-Total	/ 24	
2	Building Student Knowledge	2.1 Student Opportunities to Engage in Mathematical Actions and Processes	/ 14	
		2.2 The Actions and Processes of the Oklahoma Academic Standards	/ 12	
		2.3 Assessment	/ 14	
		Gateway 2 Sub-Total	/ 40	
3	Teacher and Student Supports and Usability	3.1 Differentiation, Scaffolding, and Supports for All Learners	/ 10	
		3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards	/ 10	
		Gateway 3 Sub-Total	/ 20	

Overall Rating	Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality **Approaching Quality:** All Gateways are Approaching Quality or Better **Not Representing Quality:** Any Gateway is Not Representing Quality	/84	

ALPHA PLUS Educational Systems 6-8

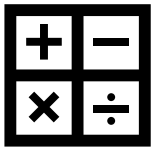


Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

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**
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. **In math courses that do not have an applicable Numbers & Operations strand to reference, instructional materials provide students with the opportunity to apply their deep understanding of numbers to the other strands represented in the Oklahoma Academic Standards for Mathematics.**	● Do the materials prompt students to relate and connect numbers? ● Do the materials allow students to interact with numbers in various representations?	0 1 2 1 out of 2	

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.		
Indicators	**Guiding Questions**	**Score**	**Comments**
Criterion 1.2 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 8 - 10 **Approaching Quality: 7 - 9** **Not Representing Quality: 0 - 6**	**/ 10**	

ALPHA PLUS Educational Systems 6-8

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

Gateway 1 Comments

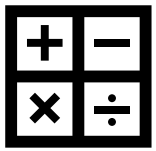
Gateway 2: Building Student Knowledge and Access

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

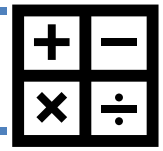
To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- **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**
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.	**2a. - 2g.**	**14**
Criterion 2.2: The Actions and Processes of the Oklahoma Academic Standards for Mathematics The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.	**2h. - 2l.**	**12**
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.	**2m. - 2r.**	**14**
		40



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**
2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	• 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.	• 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 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		
	Approaching Quality: 21 - 31		
	Not Representing Quality: 0 - 20		

Gateway 2 Comments

ALPHA PLUS Educational Systems 6-8

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

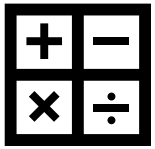
- **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

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.	• 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 both virtual and physical, are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.	• 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.	• 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	

ALPHA PLUS Educational Systems 6-8

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.	• 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.	• 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	

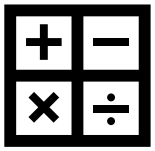


Criterion 3.1 Differentiation, Scaffolding, and Supports for All Learners	The materials give all students extensive opportunities and support to explore key concepts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3g. Materials provide teachers with strategies for meeting the needs of a range of learners.	• 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)?	0 1 2 ___ out of 2	
Criterion 3.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 8 - 10 **Approaching Quality: 6 - 7** **Not Representing Quality: 0 - 5**	**/ 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**
3h. The materials support teachers in planning and delivering effective instruction by providing: ● **Techniques to guide students' mathematical development (e.g., question stems, facilitation guides, suggestions for differentiation).** ● **Common student errors and misconceptions with ways to identify and address these errors and misconceptions.** ●	Are there embedded resources that explain common misconceptions and how the teacher can navigate through,or leverage, the misconception to progress learner understanding?	0 1 2 ___ out of 2	
***3i. The materials include a teacher's edition that contains:** ● **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).**	● 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?	0 2 4 ___ out of 4	

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**
3j. The materials include an outline and justification of its contents, including: ● **An explanation of the role of specific grade-level mathematics in the context of the overall mathematics curriculum for pre-kindergarten through high school.** ● **A list of lessons cross-referencing the academic standards addressed and providing an estimated instructional time for each lesson, chapter, and unit (i.e., pacing guide).** ● **Explanations of the instructional approaches of the program and identification of research-based strategies used in the materials.**	● Are there chapter or lesson overviews that explain the progression of the content and how this specific course connects to previous and upcoming courses? ● Is there clear documentation that aligns standards to lessons, chapters, units, and/or topics? ● Is there clear documentation that provides estimated instructional time for lessons, chapters, units, and/or topics? ● Do the materials contain an explanation of the instructional approaches to the program? ● Do the materials contain research-based strategies? Are these strategies identified?	0 1 2 ___ out of 2	
3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.	● Do the materials include strategies to inform families about the mathematical program and how they can support student progress? ● Do the materials contain suggestions for how parents or caregivers can support student progress and achievement?	0 1 2 ___ out of 2	

ALPHA PLUS Educational Systems 6-8



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

ALPHA PLUS Educational Systems 6-8

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

Gateway 3 Comments