



High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION

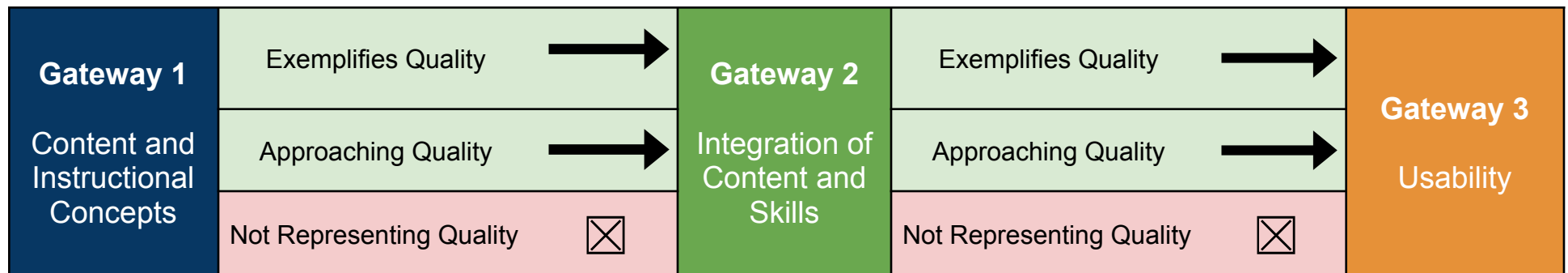


OKLAHOMA
Education

Oklahoma Early Childhood Education (Comprehensive) 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 (⊗).



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

Review Summary				
Gateway		Criterion	Score	Rating
1	Content and Instructional Concepts	1.1 Communication and Language Development	/ 14	
		1.2 Emergent Literacy for Reading and Writing	/ 18	
		1.3 Mathematics	/ 14	
		1.4 Science, Social Studies, Fine Arts, and Technology Application	/ 14	
		Gateway 1 Sub-Total	/ 60	
2	Integration of Content and Skills	2.1 Integration of Content, Skills, and Effective Practices	/ 14	
		2.2 Health and Wellness Associated Domains	/ 14	
		Gateway 2 Sub-Total	/ 28	
3	Usability	3.1 Progress Monitoring	/ 8	
		3.2 Supports for All Learners	/ 8	
		3.3 Implementation	/ 10	
		Gateway 3 Sub-Total	/ 26	
Overall 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			Total Score	Final Rating
			/ 104	

Gateway 1: Content and Instructional Concepts

The materials include and support content implementation as outlined by the Oklahoma Academic Standards.

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
1.1: Communication and Language Development Materials must include the development of students’ listening, speaking, and vocabulary skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	1a - 1d	14
1.2: Emergent Literacy for Reading and Writing Materials must develop the key predictors of early literacy and support students’ development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	1e - 1m	18
1.3: Mathematics Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills as indicated in the Oklahoma Academic Standards for Mathematics.	1n - 1r	14
1.4: Science, Social Studies, Fine Arts, and Technology Applications Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as outlined in the Oklahoma Academic Standards.	1s - 1v	14
		60

Criterion 1.1 Communication and Language Development		Materials must include the development of students' listening, speaking, and vocabulary skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	
Indicators	Guiding Questions	Score	Comments
<p>*1a. Materials provide guidance and model activities for developing students' grade-level listening skills.</p>	<ul style="list-style-type: none"> ● Do the materials provide teacher guidance on modeling active listening for understanding? ● Do the materials support students following developmentally-appropriate directions? ● Do the materials support and scaffold daily opportunities for students to listen for understanding (e.g. visual aids, gestures)? ● Do the materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts? ● Do the materials provide opportunities for students to hear conversations that follow conversation norms? 	<p>0 2 4</p>	
<p>*1b. Materials provide teacher guidance and model activities for developing students' grade-level speaking skills.</p>	<ul style="list-style-type: none"> ● Do the materials provide collaboration opportunities that support student application of effective communication skills to share ideas through speaking? ● Do the materials provide opportunities for students to practice producing sounds and using developmentally-appropriate sentence structure and grammar in a variety of contexts? ● Do the materials provide teacher guidance on corrective feedback on students' speech production, sentence structure, and grammar (e.g. modeling, sentence stems)? ● Do the materials provide teacher guidance on setting up and facilitating activities that allow students to practice the production of a variety of speech sounds, developmentally-appropriate sentence structure, and grammar? 	<p>0 2 4</p>	

Criterion 1.1 Communication and Language Development		Materials must include the development of students' listening, speaking, and vocabulary skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	
Indicators	Guiding Questions	Score	Comments
*1c. Materials provide guidance and model activities for developing students' grade-level vocabulary skills.	<ul style="list-style-type: none"> Do the materials follow a progression of vocabulary development that is developmentally and sequentially appropriate for listening, speaking, reading, and writing? Do the materials include a variety of strategies for strategically supporting vocabulary development that is integrated and authentically embedded in content-based learning? Do the materials provide teacher guidance for creating print-rich environments for students to access vocabulary (e.g. interactive word wall)? 	0 2 4	
1d. Materials include research-based strategies and model activities for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.	<ul style="list-style-type: none"> Do the materials include a variety of strategies for supporting English Learners? Do these strategies include how to use the child's first language as a foundation for learning English? Do the materials provide teacher guidance to develop students' vocabulary in both English and their home language (e.g. supporting native language literacy at home)? 	0 1 2	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	

Criterion 1.2 Emergent Literacy for Reading and Writing		Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1e. Materials provide opportunities for students to develop oral language skills, through authentic text conversations that build necessary background knowledge.	<ul style="list-style-type: none"> • Do the materials provide frequent opportunities for students to listen actively, ask questions, and engage in discussion to understand the information in texts? • Do the materials provide a variety of opportunities for students to engage in routine discussions to share information and ideas about the texts and demonstrate reading comprehension? • Do the materials provide support and guidance for students to work collaboratively to engage in discussion about texts? 	0 1 2		
1f. Materials provide direct (explicit) instruction and opportunities for students to practice grade-level phonological awareness skills.	<ul style="list-style-type: none"> • Do the materials follow the research-based developmental continuum of how children acquire phonological awareness including student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills as outlined by Oklahoma Academic Standards? • Do the materials include a variety of types of activities that engage students in recognizing, counting, and manipulating parts of spoken words? 	0 1 2		
1g. Materials provide direct (explicit) instruction and opportunities for students to practice grade-level phonics skills.	<ul style="list-style-type: none"> • Do the materials follow a research-based, strategic sequence for the introduction of alphabetic knowledge? • Do the materials provide teacher guidance on directly introducing, modeling, and using letter names and sounds? • Do the materials provide opportunities for students to practice decoding words by applying phonics and word analysis skills in context and isolation? 	0 1 2		

Criterion 1.2 Emergent Literacy for Reading and Writing		Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments	
1h. Materials provide direct (explicit) instruction in print knowledge and concepts and opportunities for students to practice.	<ul style="list-style-type: none"> ● Do the materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts? ● Do the materials provide opportunities for students to develop an understanding of the everyday functions of print within the student context? ● Do the materials include a research-based sequence of foundational literacy skills instruction and opportunities for sufficient student practice? ● Do the materials follow a developmentally appropriate continuum for the development of print awareness knowledge? 	0 1 2		
1i. Materials include a variety of high-quality, developmentally appropriate text types that provide a balanced and accurate portrayal of various demographic and personal characteristics, such as gender, race/ethnicity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities.	<ul style="list-style-type: none"> ● Do the materials include texts at the appropriate level of complexity for students' developmental level? ● Do the materials include both fiction and nonfiction texts? ● Do the materials include a variety of types of texts, such as poems, songs, and nursery rhymes? ● Do the texts include content that is engaging to pre/kindergarten students and includes opportunities for students to interact with the stories, including repeated parts? ● Do the materials include read-aloud texts that cover a range of student interests and perspectives from a variety of genres? ● Do the materials include scaffolded supports for all students? 	0 1 2		

Criterion 1.2 Emergent Literacy for Reading and Writing		Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	
Indicators	Guiding Questions	Score	Comments
1j. Materials use a variety of approaches to develop students' ability to apply critical thinking skills to reading.	<ul style="list-style-type: none"> • Do the materials include guidance for the teacher to connect reading experiences between-home and school? • Do the materials include guidance for the teacher on basic text features and their impact on the understanding of a text? • Do the materials provide regular opportunities with teacher guidance to support problem-solving? 	0 1 2	
1k. Materials include evidence-based strategies and model activities for supporting English Learners (ELs) in their development of emergent reading skills.	<ul style="list-style-type: none"> • Do the materials include a variety of strategies for supporting English Learners (ELs)? • Do the strategies include the use of the child's knowledge of literacy in their primary language and ensure that students understand how to transfer this to English language and literacy skills? 	0 1 2	
1l. Materials instruct students along the developmental stages of writing and include a variety of experiences through which students can engage with writing.	<ul style="list-style-type: none"> • Do the materials include direct (explicit) instructions, as well as frequent opportunities for children to imitate adult writing? • Do the materials include opportunities for students to generate independent writing? • Do the materials include opportunities for group writing on shared experiences? • Do the materials include opportunities for illustration/drawing with detail, which transfers to writing? • Do the materials include opportunities to write in response to reading and make explicitly the connection between reading and writing? • Do the materials include supports for teachers to evaluate student writing against a continuum and provide suggestions for differentiated instruction and support? 	0 1 2	

Criterion 1.2 Emergent Literacy for Reading and Writing		Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	
Indicators	Guiding Questions	Score	Comments
1m. Materials support developmentally appropriate fine motor skills-alongside and through writing.	<ul style="list-style-type: none"> Do the materials provide a variety of opportunities for students to develop their fine motor skills? Do the materials provide differentiation and guidance on how to develop students' fine motor skills toward writing? Do the materials prescribe a variety of tools and surfaces for student writing experiences (e.g., painting, whiteboard, writing in sand)? 	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 15 - 18 Approaching Quality: 10 - 14 Not Representing Quality: 0 - 9	/ 18	

Criterion 1.3 Mathematics		Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills as indicated in the Oklahoma Academic Standards for Mathematics.	
Indicators	Guiding Questions	Score	Comments
*1n. Materials follow a logical mathematical continuum of concrete, pictorial, then abstract representations.	<ul style="list-style-type: none"> ● Do the materials include a variety of types of accessible concrete manipulatives and pictorial representations? ● Do the materials include activities that build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills as indicated by the Oklahoma Academic Standards for Mathematics? 	0 2 4	
1o. Materials promote experiences that build on students' informal knowledge about mathematics.	<ul style="list-style-type: none"> ● Do the materials prompt teachers to inquire about students' developmental status and mathematical knowledge? ● Do the materials include cross-curricular opportunities to authentically integrate mathematics throughout the day? ● Do the materials support the use of the classroom environment and materials as vehicles to explore math concepts and skills? 	0 1 2	
1p. Materials intentionally develop students' ability to problem-solve.	<ul style="list-style-type: none"> ● Do the materials support the development of all students' capacity to ask thoughtful questions? ● Do the materials support the development of children's capacity to recognize mathematical problems in their environment? ● Do the materials support the development of children's capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom? 	0 1 2	

Criterion 1.3 Mathematics		Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills as indicated in the Oklahoma Academic Standards for Mathematics.	
Indicators	Guiding Questions	Score	Comments
1q. Materials build students' number and operational sense.	<ul style="list-style-type: none"> Do the materials provide teacher guidance for building conceptual understanding in mathematics? Do the materials provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense as outlined in the Oklahoma Academic Standards for Mathematics? (e.g., subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number) 	0 1 2	
*1r. Materials develop students' academic math vocabulary.	<ul style="list-style-type: none"> Do the materials include repeated opportunities to see and hear age-appropriate math vocabulary? Do the materials include repeated opportunities to practice using age-appropriate math vocabulary in speaking and writing? Do the materials include guidance for teachers on how to scaffold and support all students' development and use of academic math vocabulary (e.g. word wall, cognates, graphic organizers, visual representations, etc.)? 	0 2 4	
Criterion 1.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	

Criterion 1.4 Science, Social Studies, Fine Arts, and Technology Applications		Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as outlined in the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments	
*1s. Materials build science knowledge through inquiry-based instruction and exploration of the natural world.	<ul style="list-style-type: none"> ● Do the materials support the students' observation and questioning of their environment? ● Do the materials develop students' ability to communicate ideas? ● Do the materials include exploration with scientific tools? ● Do the materials provide opportunities for students to explore developmentally-appropriate natural phenomena through hands-on experiences? 	0 2 4		
*1t. Materials build social studies knowledge through the study of diverse cultures and communities.	<ul style="list-style-type: none"> ● Do the materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state, and country? ● Do the materials provide opportunities for students to explore cultural connections, commonalities, and differences in individuals? ● Do the materials provide opportunities for students to learn about routines and events, both past, present, and future? ● Do the materials provide opportunities for students to explore basic economic concepts? 	0 2 4		

Criterion 1.4 Science, Social Studies, Fine Arts, and Technology Applications		Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as outlined in the Oklahoma Academic Standards.	
Indicators	Guiding Questions	Score	Comments
*1u. Materials expose children to fine arts through exploration.	<ul style="list-style-type: none"> Do the materials include a variety of daily experiences through multiple mediums (e.g., dance, music, dramatic play, painting, sculpture, drawing, and other movements)? Do the materials emphasize the students' engagement in the process of creating rather than the product that is created? 	0 2 4	
1v. Materials include opportunities for technology applications with appropriate teacher guidance.	<ul style="list-style-type: none"> Do the materials provide opportunities to link technology into the authentic classroom experience? 	0 1 2	
Criterion 1.4 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
60	Exemplifies Quality: 49 - 60		
	Approaching Quality: 31 - 48		
	Not Representing Quality: 0 - 30		
Gateway 1 Comments			

Gateway 2: Integration of Content and Skills

Gateway 2 examines the way materials integrate content and skills across subjects and throughout the curriculum.

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
2.1: Integration of Content, Skills, and Effective Practices Materials must integrate content and skills across subjects and throughout the curriculum.	2a - 2e	14
2.2: Health and Wellness Associated Domains Materials must provide the development of the health and wellness competencies required for school readiness as indicated in the Oklahoma Academic Standards for Health and Physical Education.	2f - 2j	14
		28

Criterion 2.1 Integration of Content, Skills, and Effective Practices		Materials must integrate content and skills across subjects and throughout the curriculum.	
Indicators	Guiding Questions	Score	
2a. Materials are cross-curricular and integrated in an authentic way to support students' unified experience throughout the day.	<ul style="list-style-type: none"> ● Do the materials include specific, intentional, and purposeful cross-curricular connections to create a unified experience for students? ● Do the materials explicitly identify which subjects are purposefully developed or reinforced in each learning activity? 	0 1 2	
2b. Materials utilize diverse, high-quality texts as a core component of content and skill integration.	Do the materials include texts that are strategically chosen to support content and skill development in multiple subjects?	0 1 2	
*2c. Materials have an intentional balance of direct (explicit) instruction and student choice, including purposefully planned learning centers and playful learning experiences, as appropriate for the content and skill development.	<ul style="list-style-type: none"> ● Do the materials include a variety of opportunities for purposeful play that promotes student choice? ● Do the materials provide guidance to teachers on how to connect all subjects to play? ● Do the materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, and practice learning objectives? ● Do the materials intentionally balance the types of instruction and types of learning experiences? 	0 2 4	

Criterion 2.1 Integration of Content, Skills, and Effective Practices	Materials must integrate content and skills across subjects and throughout the curriculum.		
Indicators	Guiding Questions	Score	
2d. Materials include detailed guidance that supports the teacher’s delivery of instruction inclusive to all learners.	<ul style="list-style-type: none"> ● Do the materials provide evidence-based guidance for teachers that provides explicit instructional strategies for teaching pre/kindergarten skills? ● Do the materials include detailed and explicit guidance for teacher and student actions that support a range of student development and abilities to build the proficiency of content and skills? ● Do the materials provide detailed guidance for connecting diverse learners’ prior content knowledge and experiences to new learning? 	0 1 2	
*2e. Materials are supported by research, including connections to child development research.	<ul style="list-style-type: none"> ● Do the materials include a clear description of how the curriculum is supported by child development research? ● Do the materials provide research-based guidance for instruction that enriches educator understanding of early childhood development, English language development, and the validity of the recommended approach? ● Is cited research current, -scholarly, peer-reviewed, and relevant to early childhood development? ● Is cited research applicable to Oklahoma-specific context and demographics? 	0 2 4	
Criterion 2.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	/ 14	

Criterion 2.2 Health and Wellness Associated Domains		Materials must provide the development of the health and wellness competencies required for school readiness as indicated in the Oklahoma Academic Standards for Health and Physical Education.	
Indicators	Guiding Questions	Score	Comments
*2f. Materials include direct instruction to support student skills and behaviors that promote learning, including interpersonal and intrapersonal skills.	<ul style="list-style-type: none"> ● Do the materials contain full lessons on self-concept skills, self-regulation skills, relationships with others, and social awareness skills? ● Do the materials provide guidance on teacher modeling of these skills? ● Do the materials include appropriate texts used to support the development of social competencies? ● Do the materials include appropriate texts used to support the development of competencies to understand and respond to emotions? 	0 2 4	
*2g. Materials include repeated opportunities throughout the day for students to practice skills and behaviors that promote learning, including interpersonal and intrapersonal skills.	<ul style="list-style-type: none"> ● Do the materials provide opportunities to learn, practice, and apply interpersonal and intrapersonal skills throughout the day? ● Do the materials support practice opportunities that are authentically integrated throughout all content domains? 	0 2 4	
2h. Materials include suggested ideal classroom arrangements that support positive social interactions and collaborative learning.	<ul style="list-style-type: none"> ● Do the materials consider a variety of factors and components of the physical space and their impact on students' social development? ● Do the materials support the facilitation of social interactions that can be implemented easily and effectively within a classroom arrangement? ● Do the materials provide suggestions for how to engage students in classroom arrangements in order to promote student ownership of the space? ● Do the materials provide teacher guidance on classroom arrangements to support teacher-student and student-student interactions? 	0 1 2	

Criterion 2.2 Health and Wellness Associated Domains		Materials must provide the development of the health and wellness competencies required for school readiness as indicated in the Oklahoma Academic Standards for Health and Physical Education.	
Indicators	Guiding Questions	Score	Comments
2i. Materials include activities to develop physical skills and refine gross and fine motor development through movement.	<ul style="list-style-type: none"> Do the materials provide numerous daily opportunities for students to develop their gross motor skills through movement? Do the materials provide daily opportunities for students to develop their fine motor skills through tasks beyond writing practice? 	0 1 2	
2j. Materials include activities that develop safe and healthy habits in students.	<ul style="list-style-type: none"> Do the materials provide teacher guidance on modeling safe and healthy habits for students? Do the materials provide a variety of opportunities and activities for students to practice, reflect on, and set goals for safe and healthy habits? Do the materials communicate the connection between physical and mental health? 	0 1 2	
Criterion 2.2 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
28	Exemplifies Quality: 23 - 28		
	Approaching Quality: 15 - 22		
	Not Representing Quality: 0 - 14		
Gateway 2 Comments			

Gateway 3: 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
3.1: Progress Monitoring Materials provide frequent, strategic opportunities to monitor and respond to student progress toward the development of appropriate grade level, content, and English language skills development.	3a - 3c	8
3.2: Supports for All Learners Materials provide guidance and support that help teachers meet the diverse learning needs of all students.	3d - 3f	8
3.3: Implementation Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.	3g - 3k	10
		26

Criterion 3.1 Progress Monitoring		Materials provide frequent, strategic opportunities to monitor and respond to student progress toward the development of appropriate grade level, content, and English language skills development.	
Indicators	Guiding Questions	Score	Comments
*3a. Materials include developmentally and linguistically appropriate assessment tools (e.g., diagnostic, formative, and summative progress monitoring, and guidance for teachers, students, and caregivers) to monitor progress.	<ul style="list-style-type: none"> ● Do the materials include a variety of tools that are developmentally and linguistically appropriate (e.g. observational, anecdotal, formal)? ● Do the materials provide guidance to ensure consistent and accurate administration of diagnostic tools? ● Do the materials include tools for students to track their own progress and growth? ● Do the diagnostic tools allow for authentic assessment (embedding assessment into regular classroom routines and experiences)? 	0 2 4	
3b. Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.	<ul style="list-style-type: none"> ● Do the materials support teachers with guidance and direction to respond to individual student needs in all subjects, based on measures of student progress appropriate to the developmental level of the student? ● Do diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation? ● Do the materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data? ● Do the materials provide guidance for administrators to support teachers in analyzing and responding to data? 	0 1 2	

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Criterion 3.1 Progress Monitoring		Materials provide frequent, strategic opportunities to monitor and respond to student progress toward the development of appropriate grade level, content, and English language skills development.	
Indicators	Guiding Questions	Score	Comments
3c. Materials include frequent, integrated opportunities to monitor student progress toward the development of appropriate grade level, content, and English language skills development.	<ul style="list-style-type: none"> Do the materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress? Is the frequency of progress monitoring appropriate for the age, content skill, and English language proficiency level? 	0 1 2	
Criterion 3.1 Summary		Rating Levels	Sub-Total
		Exemplifies Quality: 7 - 8 Approaching Quality: 5 - 6 Not Representing Quality: 0 - 4	/ 8

Criterion 3.2 Supports for All Learners		Materials provide guidance and support that help teachers meet the diverse learning needs of all students.	
Indicators	Guiding Questions	Score	Comments
*3d. Materials include guidance, scaffolds, supports, and extensions that maximize students' learning potential for learners of all abilities.	<ul style="list-style-type: none"> ● Do the materials provide targeted instruction and activities for students who are not yet proficient in content? ● Do the materials provide additional enrichment activities for learners of all abilities? 	0 2 4	
3e. Materials provide a variety of instructional methods that appeal to a variety of learning modes and needs, including the use of play-based learning.	<ul style="list-style-type: none"> ● Do the materials include a variety of engaging instructional approaches leading to proficiency in content areas? ● Do the materials support developmentally appropriate instructional strategies including the use of play-based learning? ● Do the materials support flexible grouping (e.g., whole, small, individual)? ● Do the materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation? 	0 1 2	

Criterion 3.2 Supports for All Learners		Materials provide guidance and support that help teachers meet the diverse learning needs of all students.	
Indicators	Guiding Questions	Score	Comments
<p>3f. Materials include support for English Learners (EL) to meet grade-level learning expectations.</p>	<ul style="list-style-type: none"> ● Do the materials include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency? ● Do materials provide scaffolds for English learners? ● Do the materials encourage strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development)? 	<p>0 1 2</p>	
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	<p>Exemplifies Quality: 7 - 8 Approaching Quality: 5 - 6 Not Representing Quality: 0 - 4</p>	<p>/ 8</p>	

Criterion 3.3 Implementation		Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.	
Indicators	Guiding Questions	Score	Comments
3g. Materials include year-long plans with practice and review opportunities that support instruction.	<ul style="list-style-type: none"> ● Do the materials include a cohesive, year-long plan to build students’ concept development and consider how to vertically align instruction that builds year to year? ● Do the materials provide review and practice of knowledge and skills throughout the span of the curriculum? 	0 1 2	
3h. Materials include implementation support for teachers and administrators.	<ul style="list-style-type: none"> ● Are the materials accompanied by a scope and sequence, aligned with the Oklahoma Academic Standards, that outlines the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels? ● Do the materials include supports to help teachers implement the materials as intended? ● Do the materials include resources and guidance to help administrators support teachers in implementing the materials as intended? ● Do the materials include a school year’s worth of early childhood instruction, including realistic pacing guidance and routines? 	0 1 2	

Criterion 3.3 Implementation		Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.	
Indicators	Guiding Questions	Score	Comments
3i. Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.	<ul style="list-style-type: none"> ● Do the materials provide guidance for strategic implementation without disrupting the scope and sequence of content? ● Are the materials designed in a way that allows the leading educational agency the ability to incorporate the curriculum into the district, campus, and teacher design and scheduling considerations? ● Do the materials specify activities for use at home to support students' learning and development? ● Do the materials provide differentiated use recommendations for half-day and full-day pre/kindergarten programs? 	0 1 2	
3j. Materials provide guidance on fostering connections between home and school.	<ul style="list-style-type: none"> ● Do the materials support development of strong relationships between teachers and families/caregivers? ● Do the materials specify activities for use at home to support students' learning and development, including support for multilingual families and/or those with diverse cultural backgrounds? ● Do the materials include opportunities to connect and incorporate student experiences, including multilingual families and/or those with diverse cultural backgrounds? 	0 1 2	

Criterion 3.3 Implementation		Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.	
Indicators	Guiding Questions	Score	Comments
3k. The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.	<ul style="list-style-type: none"> Do the materials include appropriate use of white space and design that supports and does not distract from student learning? Do the materials include pictures and graphics that are supportive of student learning and engagement without being visually distracting? Are the teacher materials clear, concise, and navigated with ease? 	0 1 2	
Criterion 3.3 Summary	Rating Levels	Sub-Total	Rating
	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
26	Exemplifies Quality: 21 - 26		
	Approaching Quality: 14 - 20		
	Not Representing Quality: 0 - 13		