



High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING
PK-12 Fine Arts



OKLAHOMA
Education

Grades PK-12 Fine Arts 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 for Fine Arts and other criteria for high-quality instructional materials for fine arts. 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**. Each Indicator is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality, typically using a 0-1-2 or 0-2-4 scale score. A few unique indicators have different scale scores, including 0-1 and 0-1-2-3. Additionally, **Priority Indicators** are indicated pink shading as they have been deemed most essential to a quality program.

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 (☒).

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|---|----------------------------|---|----------------------------|---|
| Gateway 1 Alignment to the Standards and Artistic Processes | Exemplifies Quality → | Gateway 2 Teacher Supports and Assessment | Exemplifies Quality → | Gateway 3 Usability, Access, and Intentional Design |
| | Approaching Quality → | | Approaching Quality → | |
| | Not Representing Quality ☒ | | Not Representing Quality ☒ | |

| | | | |
|-----------------------------|--|---------------------------|--|
| Title of Material(s) | | Grade(s) Evaluated | |
| Publisher | | Reviewer | |

Review Summary

| Gateway | Criterion | Score | Rating |
|---|--------------------------------|---------------------------------------|---------------------|
| 1 Alignment to the Standards and Artistic Processes | 1.1 Alignment to the Standards | / 12 | |
| | 1.2 Artistic Processes | / 8 | |
| | Gateway 1 Sub-Total | / 20 | |
| 2 Teacher Supports and Assessment | 2.1 Teacher Supports | / 12 | |
| | 2.2 Assessment | / 12 | |
| | Gateway 2 Sub-Total | / 24 | |
| 3 Usability, Access, and Intentional Design | 3.1 Usability, Access | / 16 | |
| | 3.2 Intentional Design | / 14 | |
| | Gateway 3 Sub-Total | / 30 | |
| 4 Statutory and Regulatory Fidelity | 4.1 70 O.S. 24-157 | / 8 | |
| | 4.2 OAC 720:10-5-3 | / 13 | |
| | Gateway 4 Sub-Total | / 21 | |
| 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 / 95 | Final Rating |

Gateway 1: Alignment to the Standards and Artistic Processes

| Criterion | Indicators | Available Points |
|---|------------|------------------|
| 1.1: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Oklahoma Academic Standards for Fine Arts. | 1a-1d | 12 |
| 1.2: Artistic Processes Materials should support the artistic processes of creating, performing/producing, connecting/cultural and historical perspectives, and responding/aesthetic response and critique methodologies to cultivate authentic student engagement. | 1e-1h | 8 |
| | | 20 |

**Criterion 1.1
Alignment to the
Standards**

Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Oklahoma Academic Standards for Fine Arts.

| Indicators | Guiding Questions | Score | Comments |
|---|--|--------------|----------|
| <p>1a. Materials support instruction of the Oklahoma Academic Standards for Fine Arts.</p> | <p>Do the materials present a level of sophistication appropriate to meet the full intent of the Oklahoma Academic Standards for Fine Arts?</p> <p>Are the materials coherent in regard to both artistic domain and genre?</p> | <p>0 1 2</p> | |
| <p>1b. Materials support student creative and artistic expression as outlined by the Oklahoma Academic Standards for Fine Arts.</p> | <p>How do materials encourage student creative and artistic expression and problem solving?</p> <p>How do materials support students in cultivating skills of analysis, interpretation, or evaluation of artistic works?</p> | <p>0 1 2</p> | |
| <p>1c. Materials develop student artistic skills and fluencies appropriate to the grade level, as outlined by the Oklahoma Academic Standards for Fine Arts.</p> | <p>How do materials provide support for students to engage in and develop a variety of artistic skills or techniques?</p> <p>How do the materials make meaningful connections to prior student learning or experiences?</p> | <p>0 2 4</p> | |
| <p>1d. Materials engage students in the content and skills outlined in the Oklahoma Academic Standards for Fine Arts.</p> | <p>How are students engaged with learning?</p> <p>How do the materials make intentional inclusion of student voice and choice?</p> | <p>0 2 4</p> | |

| Criterion 1.1 Summary | Rating Levels | Sub-Total | Rating |
|--------------------------|---|-----------|--------|
| | Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Representing Quality: 0-6 | / 12 | |

| Criterion 1.2 Artistic Processes | Materials should support the artistic processes of creating, performing/producing, connecting/cultural and historical perspectives, and responding/aesthetic response and critique methodologies to cultivate authentic student engagement. | | |
|--|--|-------|----------|
| Indicators | Guiding Questions | Score | Comments |
| 1e. CREATING Materials support students to create new artistic ideas and work. | <p>How do the materials support students to generate, organize, develop, and refine their personal artistic ideas?</p> <p>How do the materials support students in understanding the language of their art form (e.g., notation, vocabulary, techniques, or certain artistic practices)?</p> | 0 1 2 | |
| 1f. PERFORMING/PRODUCING Materials support realization of artistic ideas through student performance or production. | <p>How do the materials support students' development and refinement of artistic techniques through presentation, analysis, and feedback?</p> <p>How do the materials encourage opportunities for students to convey meaning through performance and production?</p> | 0 1 2 | |

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|--|---|-------------------------|----------------------|
| <p>1g. RESPONDING/ AESTHETIC RESPONSE AND CRITIQUE METHODOLOGIES Materials provide opportunities for students to respond to artistic work through perception, analysis, interpretation, and evaluation.</p> | <p>How do the materials allow for students to perceive and analyze/critique artistic work of their own, their peers, and other artists?</p> <p>Do materials provide scaffolds and support for students to interpret intent and meaning in artistic work?</p> | <p>0 1 2</p> | |
| <p>1h. CONNECTING/ CULTURAL AND HISTORICAL PERSPECTIVES Materials provide opportunities for students to connect artistic ideas and work with personal meaning and external context.</p> | <p>How do materials encourage students to synthesize and relate knowledge or personal experiences to art-making?</p> <p>Do materials include societal, cultural or historical context (including Oklahoma context) to deepen artistic literacy and understanding?</p> | <p>0 1 2</p> | |
| <p>Criterion 1.2 Summary</p> | <p>Rating Levels</p> | <p>Sub-Total</p> | <p>Rating</p> |
| | <p>Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4</p> | <p>/ 8</p> | |

| Gateway 1 Points Available | Rating Levels | Gateway 1 Points Achieved | Gateway 1 Rating |
|--|---------------------------------------|--|------------------|
| <p style="text-align: center; font-size: 2em; font-weight: bold;">20</p> | <p>Exemplifies Quality: 16-20</p> | <p style="text-align: center; font-size: 2em; font-weight: bold;">/ 20</p> | |
| | <p>Approaching Quality: 11-15</p> | | |
| | <p>Not Representing Quality: 0-10</p> | | |
| Gateway 1 Comments | | | |
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Gateway 2: Teacher Supports and Assessment

Gateway 2 examines teacher support as they interact with the material through both active teaching and assessment.

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

- ❑ **Materials must receive a rating 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: Teacher Supports The materials include opportunities for teachers to effectively plan and utilize materials with integrity to further develop their own understanding of the content. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. | 2a-2d | 12 |
| 2.2: Assessment Instructional materials include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span of arts education. | 2e-2h | 12 |
| | | 24 |

| Criterion 2.1 Teacher Supports | | | |
|---|---|-------|----------|
| The materials include opportunities for teachers to effectively plan and utilize materials with integrity to further develop their own understanding of the content. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. | | | |
| Indicators | Guiding Questions | Score | Comments |
| 2a. Materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials to support students' learning and development. | Do the materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials? Do the materials engage students to guide their artistic, creative, and technical development? | 0 2 4 | |
| 2b. Materials contain adult level explanations so that teachers can improve their own knowledge of the fine arts subject (e.g., videos that model instructional practices and strategies, guidance for professional learning supports). | Do the materials contain adult-level explanations? Do the materials include examples of more complex concepts or skills so teachers can improve their knowledge of the fine arts subject? | 0 1 2 | |
| 2c. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies. | Do the materials provide explanations of the instructional approaches appropriate to the fine arts subject? Do the materials identify research-based strategies? | 0 1 2 | |

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| <p>2d. Materials provide strategies and supports for students in special populations to work with grade-level/course-level content and to meet grade- or skill-level standards that will support their regular and active participation.</p> | <p>Do materials provide differentiation support to engage all students in the arts content?</p> <p>Do the materials include overarching guidance on strategies and accommodations for special populations?</p> | <p>0 1 2</p> | |
| <p>2e. Materials regularly provide extensions to engage with concepts or skills at greater depth for students who read, write, speak, listen, or perform artistic skills above grade- or skill-level.</p> | <p>Do materials suggest strategies and support for students' exploration of grade- or skill-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning?</p> | <p>0 1 2</p> | |
| <p>Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Representing Quality: 0-6</p> | | <p>/ 12</p> | |

| <p>Criterion 2.2 Assessments</p> | | <p>Instructional materials include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span of arts education.</p> | |
|---|---|--|------------------------|
| <p>Indicators</p> | <p>Guiding Questions</p> | <p>Score</p> | <p>Comments</p> |
| <p>2e. Assessments are aligned to the standards and provide a continuum of assessments: formative, summative, performance-based, and self-assessment measures.</p> | <p>Are assessments aligned to the standards?</p> <p>Are multiple types of assessments provided?</p> | <p>0 2 4</p> | |

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| <p>2f. Materials include a variety of age-appropriate assessment methods: rubrics, verbal and written peer or teacher feedback, video and performance analysis, reflective journaling, personal portfolios, etc.</p> | <p>Do materials include various methods of assessment specific to the art form? Are the assessments age-appropriate?</p> | <p>0 2 4</p> | |
| <p>2g. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</p> | <p>Do materials support the usage of a variety of accommodations (alterations of timing, setting, presentation, and response) that allow the student to demonstrate their knowledge, skills, and abilities?</p> <p>Are students presented with tasks that have more than one method or approach?</p> | <p>0 1 2</p> | |
| <p>2h. The materials provide explicit guidance for teachers to use evidence of student performance to assess their progress toward proficiency and to adjust instruction continually in ways that support and extend learning.</p> | <p>Do materials include scoring guidance (e.g., rubrics, anchors) and best practices for the art form?</p> <p>Does guidance include support for teachers to adjust instruction and suggestions for follow-up?</p> | <p>0 1 2</p> | |
| <p>Criterion 2.2 Summary</p> | <p>Rating Levels</p> | <p>Sub-Total</p> | <p>Rating</p> |
| | <p>Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Representing Quality: 0-6</p> | <p>/ 12</p> | |

| Gateway 2 Points Available | Rating Levels | Gateway 2 Points Achieved | Gateway 2 Rating |
|-------------------------------|--------------------------------|------------------------------|------------------|
| 24 | Exemplifies Quality: 19-24 | / 24 | |
| | Approaching Quality: 13-18 | | |
| | Not Representing Quality: 0-12 | | |
| Gateway 2 Comments | | | |
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Gateway 3: Usability, Access, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and 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: Usability and Access Materials support teachers with clear directions, supply lists, navigational tools, and flexibility in sequencing and pacing. Materials also provide strategies for communication with stakeholders. | 3a-3f | 16 |
| 3.2: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers. | 3g-3j | 14 |
| | | 30 |

**Criterion 3.1
Usability and Access**

Materials support teachers with clear directions, supply lists, navigational tools, and flexibility in sequencing and pacing. Materials also provide strategies for communication with stakeholders.

| Indicators | Guiding Questions | Score | Comments |
|---|---|--------------|----------|
| <p>3a. The materials include clear directions, goals and expectations that are provided, explained, and demonstrated in multiple ways for the lesson.</p> | <p>Do the teacher materials provide explicit directions that are easy for a teacher to understand and implement?</p> <p>Are the goals and expectations explained and demonstrated in multiple ways?</p> | <p>0 2 4</p> | |
| <p>3b. Materials provide a list of suggestions for all required and supplemental supplies for instructional activities (e.g., handouts, music, images, instruments, tools, recordings, videos, etc.) and indicate when supplies may be needed.</p> | <p>Do the instructional materials provide or include suggestions for supplemental supplies?</p> <p>Do the materials clearly indicate when supplies are needed?</p> | <p>0 2 4</p> | |
| <p>3d. The materials include indices and navigational tools that allow the teacher to find resources in a variety of ways (i.e., by concept, title, creator/composer/performer, era, geography, etc.).</p> | <p>Are there indices and navigational tools which allow the teacher to easily locate specific resources?</p> | <p>0 1 2</p> | |
| <p>3e. The materials allow for flexibility in adaptation and are capable of being changed by altering sequencing, pacing, and open to some interpretations in how and under what circumstances content is taught.</p> | <p>Do the materials allow for flexibility depending on how often instruction occurs, the length of instruction, etc.?</p> | <p>0 2 4</p> | |

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|--|---|-------------------------|----------------------|
| <p>3f. Materials provide strategies for informing all stakeholders, including students and guardians, about the program and suggestions for how they can help support student progress and achievement.</p> | <p>Do the materials provide strategies for informing all stakeholders about the program?</p> <p>Do the materials provide teachers suggestions for how they can help support student progress and achievement?</p> | <p>0 1 2</p> | |
| <p>Criterion 3.1 Summary</p> | <p>Rating Levels</p> | <p>Sub-Total</p> | <p>Rating</p> |
| | <p>Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8</p> | <p>/ 16</p> | |

| <p>Criterion 3.2 Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.</p> | | | |
|--|---|--------------|----------|
| Indicators | Guiding Questions | Score | Comments |
| <p>3g. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the arts subject.</p> | <p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in the arts subject?</p> | <p>0 2 4</p> | |
| <p>3h. Materials include or reference digital technology that provides opportunities for students to collaborate with each other.</p> | <p>Do digital materials provide opportunities for students to collaborate with each other?</p> | <p>0 1 2</p> | |
| <p>3i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the arts subject.</p> | <p>Does visual design support student learning and engagement?</p> | <p>0 2 4</p> | |

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|--|---|------------------|---------------|
| 3j. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning. | Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning? | 0 2 4 | |
| Criterion 3.2 Summary | Rating Levels | Sub-Total | Rating |
| | Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7 | / 14 | |

| Gateway 3 Points Available | Rating Levels | Gateway 3 Points Achieved | Gateway 3 Rating |
|-----------------------------------|--------------------------------|----------------------------------|-------------------------|
| 30 | Exemplifies Quality: 23-30 | / 30 | |
| | Approaching Quality: 16-22 | | |
| | Not Representing Quality: 0-15 | | |
| Gateway 3 Comments | | | |
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Gateway 4: Statutory and Regulatory Fidelity

Gateway 4 examines the statutory and regulatory fidelity of the program.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators to each criterion. **If the reviewer response is Yes, then score 0 points. If the reviewer response is No, then score 1 point.**

| Gateway 4 Overview | | |
|---|------------|------------------|
| Criterion | Indicators | Available Points |
| Criterion 4.1: Materials align with Oklahoma statute 70 O.S. § 24-157. | 4a-4h | 8 |
| Criterion 4.2: Materials align with Oklahoma Administrative Code 720:10-5-3. | 4i-4u | 13 |
| | | 21 |

| Criterion 4.1 Statutory and Regulatory Fidelity | Oklahoma statute 70 O.S. § 24-157 | |
|---|--|-----------------|
| Indicators | Score | Comments |
| 4a. Do the instructional materials teach or promote the idea that one race or sex is inherently superior to another race or sex? | 0 1 | |
| 4b. Do the instructional materials teach or promote the idea that an individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously? | 0 1 | |
| 4c. Do the instructional materials teach or promote the idea that an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex? | 0 1 | |
| 4d. Do the instructional materials teach or promote the idea that members of one race or sex cannot and should not attempt to treat others without respect to race or sex? | 0 1 | |
| 4e. Do the instructional materials teach or promote the idea that an individual's moral character is necessarily determined by his or her race or sex? | 0 1 | |
| 4f. Do the instructional materials teach or promote the idea that an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex? | 0 1 | |
| 4g. Do the instructional materials teach or promote the idea that any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex? | 0 1 | |

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|--|--|-------------------------|----------------------|
| <p>4h. Do the instructional materials teach or promote the idea that meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race?</p> | <p>0 1</p> | | |
| <p>Criterion 4.1 Summary</p> | <p>Rating Levels</p> | <p>Sub-Total</p> | <p>Rating</p> |
| | <p>Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4</p> | <p>/8</p> | |

| Criterion 4.2 Statutory and Regulatory Fidelity | Oklahoma Administrative Code 720:10-5-3 | |
|---|--|-----------------|
| Indicator | Score | Comments |
| 4i. Are the instructional materials subjective in content and partial in interpretations? | 0 1 | |
| 4j. Do the instructional materials encourage or condone civil disorder, social strife, or disregard for the law? | 0 1 | |
| 4k. Do the instructional materials degrade or avoid teaching, where appropriate, high moral standards, including: <ul style="list-style-type: none"> ● Honesty? ● Respect for parents, teachers, and those properly in authority? ● The importance of the work ethic in achieving personal goals? ● The existence of absolute values of right and wrong? | 0 1 | |
| 4l. Do the instructional materials de-emphasize or play down the importance of the family as the core of American society, and do they degrade traditional roles of men and women, boys and girls? | 0 1 | |
| 4m. Do the instructional materials exclude or undermine the principles of the free enterprise system and the effectiveness of the free enterprise system? | 0 1 | |
| 4n. Do the instructional materials include extraneous material unrelated to the subject of the textbook, negatively impacting the intellectual development of the child's instruction in reading, writing and arithmetic? | 0 1 | |

| | | |
|--|------------|--|
| <p>4o. Are the instructional materials designed to neglect or suppress an awareness of the religious and classical culture of the western world and its significance to the preservation of the liberties of the American people?</p> | <p>0 1</p> | |
| <p>4p. Do the instructional materials present imbalanced and nonfactual treatments to controversial, political, and social movements with biased editorial judgments?</p> | <p>0 1</p> | |
| <p>4q. Do the instructional materials promote:</p> <ul style="list-style-type: none"> • Illegal lifestyles? • Illegal sexual behavior? • Sadistic behavior? • Degrading behavior? | <p>0 1</p> | |
| <p>4r. Do the instructional materials include blatantly offensive language or illustrations?</p> | <p>0 1</p> | |
| <p>4s. Do the instructional materials include violence for reasons of excitement, sensationalism or as an excuse for relevance?</p> <ul style="list-style-type: none"> • If violence does appear in the instructional materials, do the instructional materials treat the violence without context of cause or consequence? | <p>0 1</p> | |
| <p>4t. Do the instructional materials treat the subject of historical origins of humankind in a subjective and biased manner?</p> | <p>0 1</p> | |
| <p>4u. Do the instructional materials invade the privacy of the pupils or the pupils' parents?</p> | <p>0 1</p> | |

| Criterion 4.2 Summary | Rating Levels | Sub-Total | Rating |
|-----------------------|---|-----------|--------|
| | Exemplifies Quality: 10-13 Approaching Quality: 7-9 Not Representing Quality: 0-6 | /13 | |

| Gateway 4 Points Available | Rating Levels | Gateway 4 Points Achieved | Gateway 4 Rating |
|----------------------------|--------------------------------|---------------------------|------------------|
| 21 | Exemplifies Quality: 16-21 | /21 | |
| | Approaching Quality: 11-15 | | |
| | Not Representing Quality: 0-10 | | |

| Gateway 4 Comments | | | |
|--------------------|--|--|--|
| | | | |