



High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING
PK-12 Technology Education



Oklahoma Technology Education 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 Technology Education and other criteria for high-quality instructional materials for technology education. 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 (⊗).

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	Academic Standards-Alignment, Coherence, and Assessment	1.1 Alignment and Accuracy	/ 10	
		1.2 Coherence	/ 08	
		1.3 Assessment	/ 08	
		Gateway 1 Sub-Total	/ 26	
2	Instructional Support	2.1 Student Learning	/ 10	
		2.2 Teacher Supports and Supplemental Materials	/ 08	
		2.3 Instructional Design	/ 08	
		Gateway 2 Sub-Total	/ 26	
3	Access and Technology	3.1 Access	/ 10	
		3.2 Technology	/ 06	
		Gateway 3 Sub-Total	/ 16	
4	Statutory and Regulatory Fidelity	4.1 70 O.S. 24-157	/ 08	
		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	Final Rating
			/ 89	

Gateway 1: Academic Standards-Alignment, Coherence, and Assessment

High quality education technology materials align with the Oklahoma Academic Standards that specify what all students should know and be able to do as users of technology.

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 and Accuracy Materials are aligned closely to the International Society for Technology Education (ISTE) Standards.	1a-1d	10
Criterion 1.2 Coherence The instructional materials and curriculum are coherent both within a grade-level and across grade bands.	1e-1h	8
Criterion 1.3 Assessment The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the ISTE Standards for Students.	1i-1l	8
		26

Criterion 1.1 Alignment and Accuracy		Materials are aligned closely to the International Society for Technology Education (ISTE) Standards.		
Indicators	Guiding/Key Questions	Score	Comments	
*1a. The instructional materials and activities align to the ISTE Standards for Students.	<ul style="list-style-type: none"> Are the ISTE Standards for Students clearly listed in the materials? 	0 2 4		
1b. The instructional materials provide a collection of activities and texts that build academic vocabulary in context and general content knowledge.	<ul style="list-style-type: none"> Do the materials allow students to build academic vocabulary related to technology? 	0 1 2		
1c. Materials connect content to real-world application in meaningful ways throughout the year.	<ul style="list-style-type: none"> Do materials support the content? Is this support meaningful? 	0 1 2		
1d. Provide opportunities for the implementation of multiple instructional strategies (e.g., discussions, modeling, student activities, projects).	<ul style="list-style-type: none"> Do materials allow for a variety of instructional strategies? 	0 1 2		
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Representing Quality: 0-5	/10		

Criterion 1.2 Coherence		The instructional materials and curriculum are coherent both within a grade-level and across grade bands.		
Indicators	Guiding/Key Questions	Score	Comments	
1d. The instructional materials provide a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills.	<ul style="list-style-type: none"> Do the materials provide a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills? 	0 1 2		
1f. Materials make connections to technology implementation skills covered in past lessons, allowing students to connect new learning with past knowledge.	<ul style="list-style-type: none"> Are past topics and lessons referenced as new concepts are added? 	0 1 2		
1g. Materials provide scaffolding or opportunities for decreased educator support over time to promote student proficiency and independence with targeted technology skills.	<ul style="list-style-type: none"> Is scaffolding present to promote understanding and independence in learners? 	0 1 2		
1h. Content is appropriate to the grade-level and considers students' prior knowledge to incorporate this knowledge into the lesson and/or cover material not previously covered.	<ul style="list-style-type: none"> Is content grade-level appropriate? Does content build upon skills students should know from previous lessons? 	0 1 2		
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4	/8		

Criterion 1.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the ISTE Standards for Students.		
Indicators	Guiding/Key Questions	Score	Comments	
1i. Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards.	Do materials include assessment opportunities that allow the teacher to understand their knowledge and application of the standards?	0 1 2		
1j. Assessments include aligned rubrics that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	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		
1k. Multiple types of formative and summative assessments (e.g., performance-based tasks, questions, research, investigations, and projects) are embedded into the content materials and assess the learning targets.	Do materials include multiple types of formative and summative assessments?	0 1 2		
1l. Assessment methods are accessible to all students and do not penalize or reward students due to exceptionalities.	Are assessment methods accessible for all students?	0 1 2		
Criterion 1.3 Summary	Rating Levels	Sub-Total	Rating	
	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4	/8		

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
26	Exemplifies Quality: 21-26	/26	
	Approaching Quality: 14-20		
	Not Representing Quality: 0-13		
Gateway 1 Comments			

Gateway 2: Instructional Support and Technology Accessibility

Gateway 2 examines the way materials provide instructional support for teachers and the accessibility of both primary and supplemental materials.

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 Learning The materials identify ways in which materials are designed for each child’s active participation in grade-level/grade band/series content.	2a-2d	10
Criterion 2.2: Teacher Supports and Supplemental Materials Indicators 2e-2h The materials include resources for teachers that allow them to effectively plan and implement content with integrity and to further develop their professional learning.	2e-2h	8
Criterion 2.3 Instructional Design The materials align with student-centered practices and allow opportunities for students to explore content.	2i-2l	8
		26

Criterion 2.1 Student Learning		The materials identify ways in which materials are designed for each child’s regular and active participation in grade-level/grade band/series content.	
Indicators	Guiding/Key Questions	Score	Comments
*2a. Materials provide appropriate level and type of scaffolding, differentiation, intervention and support for a broad range of learners.	<ul style="list-style-type: none"> Do materials provide extra support for students working below grade level? Do materials provide extensions for students with high interest or those working above grade level? Do materials provide instructional support to accommodate English Learners (EL)? 	0 2 4	
2b. Materials within each lesson provide multiple representations for a variety of different types of learners using alternatives to reading, writing, listening, and speaking such as translations, pictures, or graphic organizers.	<ul style="list-style-type: none"> Do materials provide multiple representations for different types of learners? 	0 1 2	
2c. Materials connect learning to students’ homes, neighborhoods, and communities.	<ul style="list-style-type: none"> Do materials provide or allow for possible connections from content to student homes, neighborhoods, and communities? 	0 1 2	
2d. Materials provide guidance and strategies that encourage and support students to draw upon their own cultural, linguistic, and social backgrounds to facilitate learning.	<ul style="list-style-type: none"> Do the materials include content and questions that encourage students to draw upon their own background and experiences? 	0 1 2	

Criterion 2.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Representing Quality: 0-5	/10	

Criterion 2.2 Teacher Supports and Supplemental Materials		The materials include resources for teachers that allow them to effectively plan and implement content with integrity and to further develop their professional learning.		
Indicators	Guiding/Key Questions	Score	Comments	
2e. Materials are easy to understand and accessible for teachers with differing technology skills and knowledge (i.e., technology definitions and examples of concepts are offered to support teacher learning).	<ul style="list-style-type: none"> Do the materials include features (i.e., glossaries, footnotes, recordings, pictures) that aid teachers (and students) in using them effectively? 	0 1 2		
2f. Materials provide teachers with misconceptions and challenges that are commonly encountered when teaching the concepts along with potential explanations or solutions associated with technology use.	<ul style="list-style-type: none"> Are common misconceptions and challenges provided? Are possible explanations or solutions shared to help students overcome these? 	0 1 2		
2g. Materials contain teacher support materials with: <ul style="list-style-type: none"> <input type="checkbox"/> useful and ample annotated guides, and <input type="checkbox"/> suggestions on how to present the content in the student edition and in ancillary materials. 	<ul style="list-style-type: none"> Are there overview sections and/or annotations that contain narrative information about the computer application content and/or ancillary documents that will assist the teacher in presenting the student material? 	0 1 2		
2h. Materials provide an estimated instructional time for each lesson, chapter	<ul style="list-style-type: none"> Is there clear documentation that aligns standards to 	0 1 2		

and unit (i.e., pacing guide).	<p>lessons/chapters/units/topics?</p> <ul style="list-style-type: none"> Is there clear documentation that provides estimated instructional time for lessons/chapters/units/topics? 		
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4	/8	

Criterion 2.3 Instructional Design		The instructional materials align with student-centered practices and allow opportunities for students to explore content.	
Indicators	Guiding/Key Questions	Score	Comments
2i. Materials include a mixture of instructional strategies (i.e., discussions, modeling, student activities, projects).	Do materials allow for a variety of instructional strategies within the lessons and across the curriculum?	0 1 2	
2j. Students are provided with opportunities to work collaboratively.	Do the materials include activities that allow students to work collaboratively?	0 1 2	
2k. Students are provided with opportunities to explore and provide solutions to open-ended prompts, connect content with real-world applications, and reflect on their learning.	Are students provided with opportunities to explore open-ended prompts and reflect on their own learning?	0 1 2	
2l. Students are provided with exposure to career opportunities and pathways related to technology.	Do the materials provide students with ideas of career opportunities in technology fields?	0 1 2	
Criterion 2.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 7-8 Approaching Quality: 5-6	/8	

	Not Representing Quality: 0-4		
--	-------------------------------	--	--

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
26	Exemplifies Quality: 21-26	/26	
	Approaching Quality: 14-20		
	Not Representing Quality: 0-13		
Gateway 2 Comments			

Gateway 3: Access and Technology

Gateway 3 examines the type of access and technology necessary to support student learning.

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

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateways 1 & 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview

Criterion	Indicators	Available Points
Criterion 3.1: Access Materials are easy to access for all learners.	3a-3e	10
Criterion 3.2: Technology Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement and enhance learning.	3f-3h	6
		16

Criterion 3.1 Access	Materials are easy to access for all learners.		
Indicators	Guiding/Key Questions	Score	Comments
3a. Digital materials (either included as part of the core materials or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome).	<ul style="list-style-type: none"> • Are materials accessible on a variety of web browsers? 	0 1 2	
3b. Digital materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices.	<ul style="list-style-type: none"> • Are materials accessible on a variety of devices? • Do materials require specific device requirements that may not be accessible on all device types? 	0 1 2	
3c. Materials are well-designed, easy to use, and encourage learner use.	<ul style="list-style-type: none"> • Are the materials well-designed and easy to use? • Do the materials encourage learner use? 	0 1 2	
3d. Materials are accessible from within a Learning Management System (LMS).	<ul style="list-style-type: none"> • Can materials be easily shared within a Learning Management System? 	0 1 2	
3e. Non-digital versions of materials are available for students who do not have off-campus access to digital materials.	<ul style="list-style-type: none"> • Are there non-digital versions of all materials that students can use when off-campus and away from internet access? 	0 1 2	
Criterion 3.1 Summary	Rating Levels	Sub-Totals	Rating

	Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Representing Quality: 0-5	/10	
--	---	------------	--

Criterion 3.2 Technology	Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement.		
-------------------------------------	--	--	--

Indicators	Guiding/Key Questions	Score	Comments
3f. Materials are responsive to student input in a way that creates an individualized learning experience. This means the material adapts to the user based on what s/he does, or the material allows the user some flexibility or individual control during the learning experience.	<ul style="list-style-type: none"> Do materials promote individualized learning experiences? 	0 1 2	
3g. Interactive material is purposeful and directly related to learning.	<ul style="list-style-type: none"> Is the interactive material directly related to learning? 	0 1 2	
3h. Materials meet all district privacy-data security requirements.	<ul style="list-style-type: none"> Do materials provide privacy and data security protocols for usage? 	0 1 2	
Criterion 3.2 Summary	Rating Levels	Sub-Totals	Rating
	Exemplifies Quality: Approaching Quality: 5-6 Not Representing Quality: 0-4	/6	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
16	Exemplifies Quality: 13-16	/16	
	Approaching Quality: 9-12		
	Not Representing Quality: 0-8		
Gateway 3 Comments			

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	

<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			