



High-Quality Instructional Materials





OFFICE OF STANDARDS AND LEARNING
PK-12 SOCIAL STUDIES / PUBLISHER



Oklahoma Social Studies 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 that districts can utilize to determine how well instructional materials align with the Oklahoma Academic Standards for Social Studies (OAS-SS) and other criteria for high-quality instructional materials for social studies. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for evaluating materials. Each Gateway provides **criterion** and related **indicators** along with **guiding/key 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 directly observed in the instructional materials, not inferences. The evaluation rubric helps reviewers determine whether the materials meet the quality thresholds for each Gateway. If the materials meet the thresholds for **Exemplifies Quality** or **Approaching Quality** for the Gateway, reviewers proceed to the next Gateway. If the materials do not meet these thresholds, reviewers stop and do not advance to the next Gateway.

Gateway 1 Alignment and Coherence	Exemplifies Quality 	Gateway 2 Practices and Assessments	Exemplifies Quality 	Gateway 3 Supports and Usability
	Approaching Quality 		Approaching Quality 	
	Not Representing Quality <input checked="" type="checkbox"/>		Not Representing Quality <input checked="" type="checkbox"/>	
Title of Material		Grade(s) Evaluated		
Publisher		Reviewer		

Review Summary

Gateway	Criterion	Score	Rating
1: Alignment and Coherence	1.1 Alignment and Accuracy	_ / 14	
	1.2 Coherence	_ / 10	
	Gateway 1 Subtotal	_ / 24	
2: Practices and Assessments	2.1 Student Engagement in Practices	_ / 10	
	2.2 Assessments	_ / 18	
	Gateway 2 Subtotal	_ / 28	
3: Supports and Usability	3.1 Student Supports	_ / 10	
	3.2 Teacher Supports	_ / 10	
	3.2 Technology Usability	_ / 4	
	Gateway 3 Subtotal	_ / 24	
4: Statutory and Regulatory Fidelity	4.1 O.S. 24-157	YES / NO	
	4.2 OAC 720:10-5-3	YES / NO	
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 Below Approaching Quality.		__ / 76	

Gateway 1: Alignment and Coherence

High-quality social studies materials are coherent and aligned to the Oklahoma Academic Standards for Social Studies (OAS-SS) to support students with skills and disciplinary tools to prepare them for college, career, and civic life. Educators determine the Gateway rating by analyzing evidence from the instructional materials and scoring indicators tied to each criterion.

Gateway 1 Overview	Indicators	Available Points
Criterion 1.1: Alignment and Accuracy The instructional materials are aligned with the OAS-S.S.	1a - 1f	14
Criterion 1.2: Coherence The instructional materials attend to the learning progressions emphasized in the standards so that the curriculum is coherent both within grades and across grade bands and is cohesive and consistent with the progressions in the Oklahoma Academic Standards for Social Studies.	1g - 1j	10
Total Points		24

Criterion 1.1 Alignment and Accuracy		The instructional materials are aligned with the Oklahoma Academic Standards for Social Studies.		
Indicators	Guiding/Key Questions	Score	Comments	
1a. HISTORY: The materials include written records of human experience revealing how individuals and societies developed institutions, philosophies, ideals, and cultural values and resolved their problems.	Do the materials provide students with the how and why of challenges and successes of past societies? Do the materials help students with a deeper awareness of today's problems?	0 1 2 _ / 2		
1b. GEOGRAPHY: The materials include the study of the earth's surface and the processes that shape it, the relationships between people and environments, and the connection between people and places.	Do the materials emphasize asking geographic questions to understand the relationship of humans to their environment? Do the materials help students answer questions about where things are, how they got there, and how they interact with other things?	0 1 2 _ / 2		
1c. CIVICS: The materials explain the essential principles and workings of the political systems, including the relationship of politics and government to world affairs.	Do the materials help students understand citizens' rights, responsibilities, and duties? Do the materials help students to understand their government?	0 1 2 _ / 2		
1d. ECONOMICS: The materials clearly explain economics, enabling students to comprehend the various competing economic philosophies, ideas, and forces that affect them every day, measure the effectiveness of each, and identify and evaluate the consequences of personal decisions and public policies.	Do the materials explain how individuals, communities, states, and nations allocate scarce and abundant resources? Do the materials show how a market economy effectively functions, preparing students to be producers, consumers, and citizens?	0 1 2 _ / 2		
*1e. The materials address the full intent of the grade-level objectives and are aligned with the OAS-S.S.	Are all Oklahoma Academic Standards for the course supported by the content of the materials? Are all Oklahoma Academic Standards for the course addressed with the appropriate depth to support students in learning the skills and information contained in the standards?	0 2 4 _ / 4		
1f. The instructional materials connect the Oklahoma Academic Standards for Social Studies content to relevant experiences.	Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?	0 1 2 _ / 2		
Criterion 1.1 Summary		Subtotal	Rating Levels	Rating
		_ / 14	Exemplifies Quality: 12-14 Approaching Quality: 8-11 Not Representing Quality: 0-7	

Criterion 1.2 Coherence		The instructional materials attend to the learning progressions emphasized in the standards, so the curriculum is coherent both within a grade and across grade bands and is cohesive and consistent with the progressions in the Oklahoma Academic Standards for Social Studies.		
Indicators	Guiding/Key Questions	Score	Comments	
1g. The content designated for one grade level can be completed in a typical school year or semester while fostering coherence from one grade level to the next.	Do the instructional materials allow for reasonable completion in one academic year or semester? Does the material connect content knowledge from one year to the next?	0 1 2 _ / 2		
*1h. The materials are consistent with the Oklahoma Academic Standards for Social Studies progressions. - Relate grade-level concepts explicitly to prior knowledge from earlier grades. - Develop according to the grade-by-grade progression in the Standards. - If content from past or subsequent grades is included, it is clearly identified and related to grade-level work.	Are the materials consistent with the progression in the standards? Is grade-level content connected to specific standards from earlier grades?	0 2 4 _ / 4		
1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage in grade-level activities.	Do materials provide opportunities for student engagement with the content?	0 1 2 _ / 2		
1j. The materials foster coherence across a single grade through connections among the Oklahoma Academic Standards for Social Studies.	Are there activities that connect two or more objectives in a strand in a grade?	0 1 2 _ / 2		
Criterion 1.2 Summary		Subtotal	Rating Levels	Rating
		_ / 10	Exemplifies Quality: 9-10 Approaching Quality: 6-8 Not Representing Quality: 0-5	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	Exemplifies Quality: 19 -24	___/24	
	Approaching Quality: 13-18		
	Not Representing Quality: 0-12		
Gateway 1 Comments			

Gateway 2: Practices and Assessments

Gateway 2 evaluates how instructional materials align with the four social studies practices from OAS-SS for PK-12 students. It promotes engagement in the democratic processes through evaluating evidence, reading critically, and writing effectively while assessing prior knowledge and providing clear goals and accommodations. Educators determine the gateway rating by analyzing evidence from the instructional materials and scoring indicators tied to each criterion.

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

Gateway 2 Overview	Indicators	Available Points
<p>Criterion 2.1: Practices</p> <p>The material incorporates the four social studies practices outlined in the OAS-SS, offering essential experiences for students (PK-12) to engage in democratic processes through evaluating evidence, reading critically, and writing effectively. This approach fosters a deeper understanding of government principles and social studies concepts.</p>	<p>2a – 2e</p>	<p>10</p>
<p>Criterion 2.2: Assessments</p> <p>The materials improve teaching by assessing prior knowledge, offering practice, and providing resources for student progress, with accommodations and clear goals.</p>	<p>2f – 2l</p>	<p>18</p>
<p>Total Points</p>		<p>28</p>

Criterion 2.1 Practices		The material incorporates the four social studies practices outlined in the Oklahoma State standards, offering essential experiences for students (PK-12) to engage in democratic processes through evaluating evidence, reading critically, and writing effectively. This approach fosters a deeper understanding of government principles and concepts of social studies.		
Indicators	Guiding/Key Questions	Score	Comments	
2a. Engage in Democratic Processes: The materials help students understand the importance of critical questioning in solving real-world problems.	Do materials support student learning of the principles and foundations of the United States government? Do students develop and respond to essential and supporting questions?	0 1 2 _ / 2		
2b. Acquire, Apply, and Evaluate Evidence: The materials allow students to evaluate historical, geographic, and economic information, draw conclusions from primary and secondary sources, and formulate informed decisions.	Do materials offer students opportunities to draw conclusions from factual information to formulate informed decisions? Do materials allow students to analyze evidence on civics, history, geography, and economics?	0 1 2 _ / 2		
2c. Read Critically and Interpret Information Sources: The materials allow students to evaluate factual information and points of view while reading historical and contemporary texts to engage in collaborative discussion.	Do materials allow students to read, write, listen, and speak about the content? Do materials offer students opportunities to interact with primary and secondary sources?	0 1 2 _ / 2		
2d. Engage in Evidence-Based Writing: The materials allow students to develop written products through investigations by using and integrating evidence to present knowledge and support their claim.	Do materials allow students to develop a claim and integrate evidence to demonstrate understanding?	0 1 2 _ / 2		
2e. The materials provide authentic, meaningful sources aligned with the knowledge and skills required by the standards.	Do materials include primary and secondary sources? Do materials engage students in making meaningful connections?	0 1 2 _ / 2		
Criterion 2.1 Summary		Subtotal	Rating Levels	Rating
		_ / 10	Exemplifies Quality: 9-10 Approaching Quality: 6-8 Not Representing Quality: 0-5	

Criterion 2.2 Assessments		The materials improve teaching by assessing prior knowledge, offering practice, and providing resources for student progress, with accommodations and clear goals.		
Indicators	Guiding/Key Questions	Score	Comments	
2f. The materials provide strategies and guidance for gathering information on students' prior knowledge within and across grade levels to guide instruction and differentiation.	Do the materials include strategies, prompts, formative assessments, or other guidance that support teachers in gathering information on students' prior knowledge within and across grade levels to guide grade-level instruction and differentiation?	0 1 2 — / 2		
2g. The materials provide opportunities for ongoing, relevant practice and review for students to learn concepts and skills and receive feedback.	Do the materials include tasks that offer revision opportunities for students from self-reflection and/or feedback from peers and/or teachers?	0 1 2 — / 2		
*2h. The materials offer multiple types of assessments, including ongoing formative, interim/benchmark, and summative assessments, that clearly denote which academic standards are the focus.	Do the materials include multiple types of assessments, such as formative, interim, and summative, that align with academic standards? Are the academic standards clearly identified and linked to the various types of assessments in the materials?	0 2 4 — / 4		
2i. The materials provide students with resources to monitor their own progress and set academic goals.	Do materials provide opportunities for students to monitor their progress (e.g., end-of-section reflection questions, checks-for-understanding, progress monitoring form)?	0 1 2 — / 2		
2j. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Do materials support using various accommodations, including timing, setting, presentation, and response alterations, allowing students to demonstrate their knowledge, skills, and abilities?	0 1 2 — / 2		
*2k. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.	Do the materials provide learning goals with opportunities for the teacher and students to identify their learning and how their daily learning connects to a longer learning progression?	0 2 4 — / 4		
2l. The materials provide explicit guidance for teachers to use evidence of student thinking to assess their progress 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 in interpreting student performance and suggestions for follow-up?	0 1 2 — / 2		
Criterion 2.2 Summary		Subtotal	Rating Levels	Rating
		— / 18	Exemplifies Quality: 15-18 Approaching Quality: 10-14 Not Representing Quality: 0-9	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
28	Exemplifies Quality: 22-28	__ / 28	
	Approaching Quality: 15-21		
	Not Representing Quality: 0-14		
Gateway 2 Comments			

Gateway 3: Supports and Usability

Gateway 3 examines how materials support teachers in fully utilizing the curriculum and understanding their students' skills and learning. Educators determine the gateway rating by analyzing evidence from the instructional materials and scoring indicators tied to each criterion.

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

Gateway 3 Overview	Indicators	Available Points
<p>Criterion 3.1: Student Learning The materials identify how the content is designed for each child’s active participation in grade-level/grade band/series content.</p>	3a-3e	10
<p>Criterion 3.2: Teacher Supports and Supplemental Materials The materials allow teachers to plan and implement content with integrity effectively and to develop their professional learning further.</p>	3f-3j	10
<p>Criterion 3.3: Technology Usability The materials integrate digital technology and interactive tools when appropriate to support student engagement and enhance learning.</p>	3k-3l	4
Total Points		24

Criterion 3.1 Student Learning		Materials meet technical requirements and design standards to ensure accessibility, compatibility, and ease of use.		
Indicators	Guiding/Key Questions	Score	Comments	
3a. 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 images (e.g., photographs, charts, graphs, and maps) supportive of student learning and engagement without being visually distracting?	0 1 2 __ / 2		
3b. Materials sequence tasks in a way that is intentional and supports student learning.	Are the sequencing of assignments intentional in development (e.g., logical flow of material)?	0 1 2 __ / 2		
3c. Materials provide teachers with strategies for meeting the needs of a range of learners.	Do the materials provide opportunities for teachers to use various grouping strategies for regular and intervention instruction (e.g., individual, small group, whole group)? Do materials provide appropriate support, scaffolds, and/or accommodations for EL and special education students including gifted learners to support their regular and active participation in learning?	0 1 2 __ / 2		
3d. Materials incorporate a glossary, footnotes, recordings, graphics, and/or other features to aid students in using the materials to progress understanding.	Do the materials include features (e.g., glossary, footnotes, recordings, pictures, charts, tables) that aid students and teachers in using them effectively?	0 1 2 __ / 2		
3e. Materials provide strategies to encourage students to engage in disciplinary thinking by balancing reading, writing, speaking, and listening.	Do the materials emphasize building content-specific academic vocabulary? Do the materials require students to use strategies to make claims using evidence and reasoning?	0 1 2 __ / 2		
Criterion 3.1 Summary		Subtotal	Rating Levels	Rating
		__ / 10	Exemplifies Quality: 9-10 Approaching Quality: 6-8 Not Representing Quality: 0-5	

Criterion 3.2 Teacher Support		The materials allow teachers to plan and implement content with integrity effectively and to develop their professional learning further.		
Indicators	Guiding/Key Questions	Score	Comments	
3f. Materials include support for teachers to facilitate structured discourse among students to identify and act upon problems in the world around them.	Do the materials provide strategies for teachers to encourage meaningful discourse among students to identify and address real-world issues?	0 1 2 __ / 2		
3g. The materials guide the time a lesson/task should take, including flexibility based on student needs.	Does the pacing allow for maximum student understanding? Do the materials allow for adjustment of pacing based on student needs?	0 1 2 __ / 2		
3h. Materials build the teacher's understanding of the content and skills.	Do the materials guide teachers in their understanding of the content? Do the materials guide teachers in how to incorporate skills?	0 1 2 __ / 2		
3i. Materials support effective communication with families, community members, and other stakeholders to promote student progress and engagement.	Do the materials provide strategies for communicating with families, community members, and other stakeholders, and ways for them to support student progress and engagement?	0 1 2 __ / 2		
3j. The materials include a teacher's edition that contains: - Ample and useful annotations. - Suggestions for presenting the content in the student edition and any supplemental materials. - Guidance for using embedded technology to support and enhance student learning, when applicable.	Are there overview sections and/or annotations that contain narrative information and/or ancillary documents that will assist the teacher in presenting the student materials, understanding the standards, and allowing for seamless transitions of that knowledge of student learning? If technology support is embedded, are there resources that will enhance all types of student learning?	0 1 2 __ / 2		
Criterion 3.2 Summary		Subtotal	Rating Levels	Rating
		__ / 10	Exemplifies Quality: 9-10 Approaching Quality: 6-8 Not Representing Quality: 0-5	

Criterion 3.3 Technology Usability		The materials integrate digital technology and interactive tools, when appropriate, to support student engagement and enhance learning.		
Indicators	Guiding/Key Questions	Score	Comments	
3k. Digital materials are accessible within a Learning Management System (LMS).	Can materials be easily shared within a Learning Management System?	0 1 2 _ / 2		
3l. Any digital materials are web-based and compatible with multiple internet browsers (e.g., Microsoft Edge, Firefox, Google Chrome). In addition, materials are “platform neutral” (i.e., compatible with multiple operating systems and not proprietary to any single platform) and allow the use of tablets and mobile devices.	Is digital material (either included as part of the comprehensive materials or as part of a digital curriculum) web-based and compatible with multiple internet browsers? Are materials “platform neutral”?	0 1 2 _ / 2		
Criterion 3.3 Summary		Subtotal	Rating Levels	Rating
		_ / 4	Exemplifies Quality: 4 Approaching Quality: 2-3 Representing Quality: 0-1	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
24	Exemplifies Quality: 20-24	_ / 24	
	Approaching Quality: 13-19		
	Not Representing Quality: 0-12		
Gateway 3 Comments			

Gateway 4: Statutory and Regulatory Fidelity

High-quality instructional materials comply with Oklahoma statutory and regulatory requirements, including 70 O.S. §24-157 and OAC 720:10-5-3. Educators use evidence from the instructional materials to determine whether the materials meet these legal requirements.

Gateway 4 Overview	Guiding Question	Available Points
<p>Criterion 4.1: Materials align with Oklahoma statute 70 O.S. § 24-157</p> <p>Instructional materials do not teach or promote that any individual is inherently superior or inferior, morally defined, or responsible for the actions of others based on race or sex. Materials do not suggest that individuals should be discriminated against, feel guilt or distress, or that traits such as merit or work ethic are inherently racist or sexist.</p>	<p>Does the material comply with the statute?</p>	<p>YES / NO</p>
<p>Criterion 4.2: Materials align with Oklahoma Administrative Code 720:10-5-3</p> <p>Instructional materials are factual, balanced, and objective, presenting content accurately without bias or partial interpretation. Materials do not promote civil disorder, illegal or immoral behavior, or disregard for authority; they respect high moral standards, the family unit, free enterprise principles, Western cultural and religious heritage, and the rights and privacy of students and families, while avoiding extraneous, offensive, or sensational content.</p>	<p>Does the material comply with the code?</p>	<p>YES / NO</p>