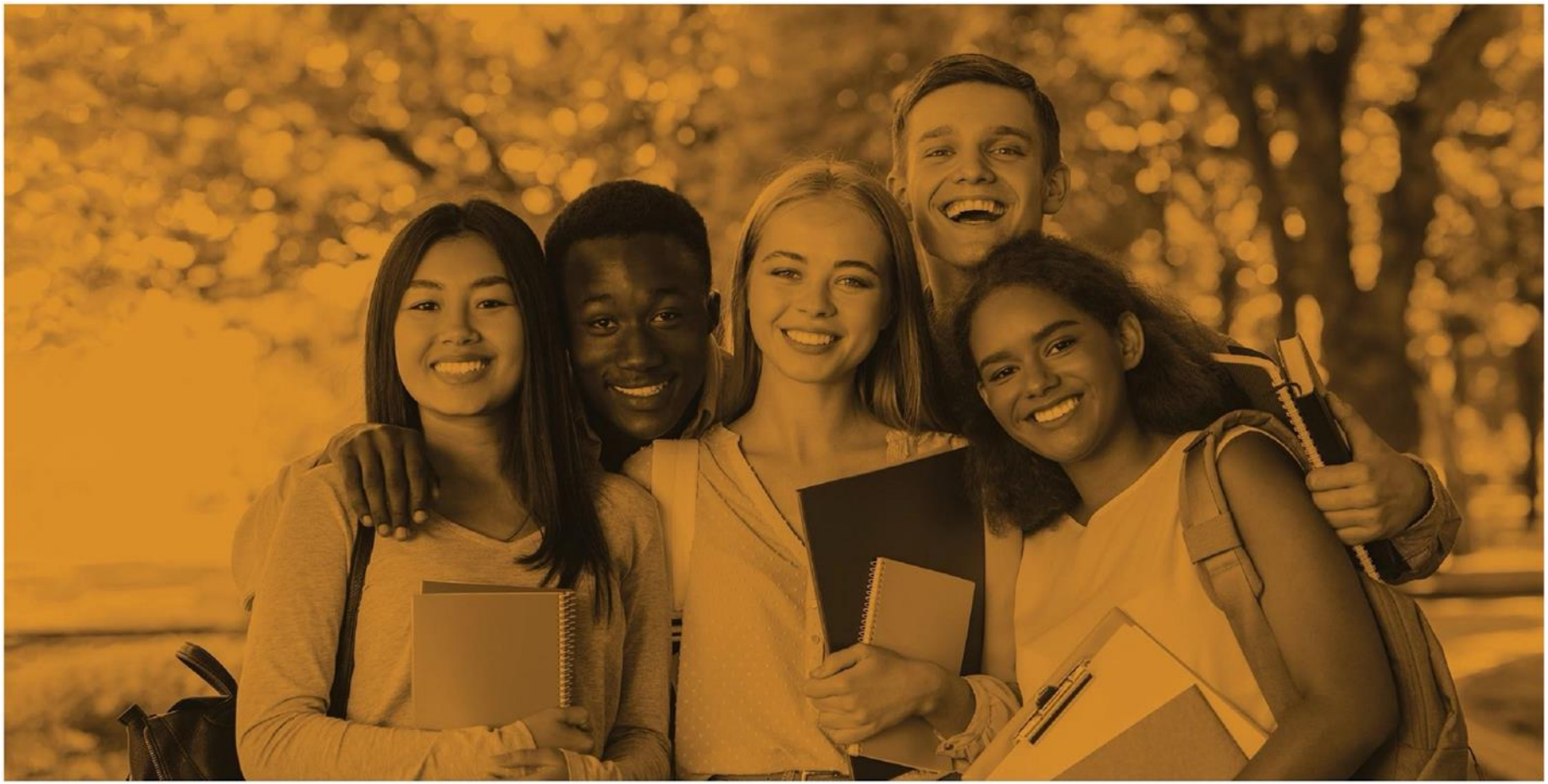

High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING

SCIENCE **Publisher - _____**

OKLAHOMA Education

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Oklahoma 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 and other criteria for high-quality instructional materials. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for evaluating materials. Each Gateway provides a **criterion**, related **indicators**, and **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. Reviewers proceed to the next Gateway if the materials meet the thresholds for **Exemplifies Quality** or **Approaching Quality**. If the materials do not meet these thresholds, reviewers stop and do not advance to the next Gateway.

Gateway 4 ensures alignment with Oklahoma Statutes (70 O.S. § 24-157) and the Oklahoma Administrative Code (OAC 720:10-5-3).

Gateway 1 Alignment and Coherence	Gateway 2 Instructional Support	Gateway3 Supports and Usability
Exemplifies Quality →	Exemplifies Quality →	
Approaching Quality →	Approaching Quality →	
Not Representing Quality ☒	Not Representing Quality ☒	

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	_ / 14	
	Gateway 1 Subtotal	_ / 28	
2: Instructional Supports	2.1 Student Learning	_ / 8	
	2.2 Teacher Supports	_ / 8	
	2.3 Assessments	_ / 8	
	Gateway 2 Subtotal	_/ 24	
3: Access and Technology	3.1 Access	_ / 10	
	3.2 Technology	_ / 8	
	Gateway 3 Subtotal	_/ 18	
4: Statutory and Regulatory Fidelity	4.1 O.S. 24-157	YES / NO	
	4.2 OAC 720:10-5-3	YES / NO	
Overall Rating **Exemplifies Quality:** All Gateways Exemplifies Quality. **Approaching Quality:** All Gateways Approaching Quality or Better. **Not Representing Quality:** Any Gateway is Below Approaching Quality.		**Total Score**	**Final Rating**
		___ / 70	

Gateway 1: Alignment and Coherence

High-quality instructional materials are aligned and coherent with the **Oklahoma Academic Standards for Science (OAS-S)** and the grade levels under review, integrating the three dimensions **Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs)** to support students in engaging in scientific practices while building understanding of core ideas and connections across domains. 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 Materials support learning of grade- and subject-level content and skills, engaging students in the three dimensions of science: Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs) and include a variety of instructional strategies.	**1a – 1e**	**14**
Criterion 1.2: Coherence Materials reflect the three-dimensional structure of the Oklahoma Academic Standards for Science (OAS-S), supporting coherence across lessons, units, and grade levels by connecting Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs) in ways appropriate to student development.	**1f – 1j**	**14**
Total Points		**28**

Criterion 1.1 Alignment and Accuracy	Materials support the learning of grade- and subject-level content and skills, engaging students in the three dimensions of science: Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs) and include a variety of instructional strategies.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
***1a. Materials provide a coherent sequence of activities and texts that build content knowledge and skills aligned with the OAS-S.**	Do the materials align with the standards and build knowledge progressively across lessons, chapters, and units?	0 2 4 **_ / 4**	
1b. Materials actively engage students with SEPs, DCIs, and CCCs.	Are students using SEPs, DCIs, and CCCs to explore and deepen their understanding of science concepts?	0 1 2 **_ / 2**	
***1c. Learning objectives clearly incorporate the three dimensions of science and build progressively toward 3D learning.**	Do learning goals integrate SEPs, DCIs, and CCCs to support 3-dimensional understanding?	0 2 4 **_ / 4**	
1d. Materials connect science concepts to real-world phenomena and practices.	Do materials provide authentic examples and applications?	0 1 2 **_ / 2**	
1e. Materials include a variety of instructional strategies (discussions, modeling, hands-on activities, projects, etc.) to engage students effectively.	Do materials support various instructional approaches within and across lessons?	0 1 2 **_ / 2**	
Criterion 1.1 Summary		**Subtotal** **_ / 14**	**Rating Levels** **Exemplifies Quality: 11-14** **Approaching Quality: 8-10** **Not Represent Quality: 0-7**
			Rating

Criterion 1.2 Coherence	Materials reflect the three-dimensional structure of the Oklahoma Academic Standards for Science (OAS-S), supporting coherence across lessons, units, and grade levels by connecting Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs) in ways appropriate to student development.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
***1f. Materials provide a clear scope and sequence that can be completed within a typical course time frame (e.g., semester) and support coherent pacing.**	Is the timing for content and skills explicitly identified and reasonable for the course?	0 2 4 **_ / 4**	
1g. Materials connect new learning to related topics, linking to prior knowledge and experiences.	Do materials support meaningful connections between new and prior learning?	0 1 2 **_ / 2**	
1h. Content is appropriate for the grade level and builds sequentially on students' prior knowledge to develop understanding of science concepts.	Is the content grade-appropriate and structured to build understanding?	0 1 2 **_ / 2**	
***1i. Materials engage students with phenomena/problems in multiple ways (including related phenomena), maintaining continuity throughout lessons and grade levels.**	Do the materials engage students with the same phenomena or problems, and with related phenomena, in multiple ways, maintaining continuity across lessons and grade levels?	0 2 4 **_ / 4**	
1j. Instructional activities incorporate SEPs, DCIs, and CCCs.	Do activities integrate SEPs, DCIs, and CCCs to maintain coherent learning progressions?	0 1 2 **_ / 2**	
Criterion 1.2 Summary		**Subtotal**	**Rating Levels** / **Rating**
		__/ 14	**Exemplifies Quality: 11-14** **Approaching Quality: 8-10** **Not Represent Quality: 0-7**

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
28	**Exemplifies Quality: 22 - 28**	**___ / 28**	
	Approaching Quality: 15 - 21		
	Does Not Represent Quality: 0 -14		

Gateway 1 Comments

Gateway 2: Instructional Support

High-quality instructional materials support student learning, provide guidance and scaffolds for teachers to implement the curriculum effectively, and include assessments that inform instruction and help teachers understand students' skills and progress. 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 Quality or Approaching Quality in Gateway 1 to be reviewed in Gateway 2.**

Gateway 2: Overview	Indicators	Available Points
Criterion 2.1: Student Learning The materials support each student's regular and active participation in grade-level or grade-band content by providing scaffolds, adaptations, and multiple ways for students to engage with science concepts and practices.	**2a – 2c**	**8**
Criterion 2.2: Teacher Supports The materials provide resources and guidance to help teachers plan, implement, and deepen their understanding of the curriculum effectively.	**2d – 2g**	**8**
Criterion 2.3: Assessment Materials provide opportunities to gather information on student learning, monitor progress, and evaluate understanding across a range of skills and knowledge levels.	**2h – 2k**	**8**
Total Points		**24**

Criterion 2.1 **Student Learning**	The materials support each student's regular and active participation in grade-level or grade-band content by providing scaffolds, adaptations, and multiple ways for students to engage with science concepts and practices.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
***2a. Materials provide appropriate scaffolds, interventions, and strategies to support a broad range of learners.**	Do materials support students from diverse linguistic backgrounds, those below grade level, and provide extensions for advanced learners?	0 2 4 **_ / 4**	
2b. Lessons present content in multiple ways, using alternatives to reading, writing, listening, and speaking (e.g., translations, pictures, graphic organizers, multimedia).	Do materials offer multiple representations to meet the needs of all learners?	0 1 2 **_ / 2**	
***2c. Materials engage students in regular, hands-on, or interactive experiences with the science content and practices.**	Do the materials provide opportunities for all students to actively participate and practice science skills?	0 1 2 **_ / 2**	
Criterion 2.1 Summary		**Subtotal**	**Rating Levels** / **Rating**
		__ / 8	**Exemplifies Quality:** 7-8 **Approaching Quality:** 5-6 **Not Represent Quality:** 0-4

Criterion 2.2 Teacher Supports	The materials provide resources and guidance to help teachers plan, implement, and deepen their understanding of the curriculum effectively.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
2d. Materials include features such as glossaries, footnotes, recordings, and pictures that help teachers use the materials effectively, regardless of their prior content knowledge.	Do the materials include features that aid teachers (and students) in using them effectively	0 1 2 **_ / 2**	
2e. Materials provide overview sections, annotations, and suggestions that assist teachers in presenting the student materials accurately.	Are there overview sections and annotations provided that contain narrative information to help teachers present the content?	0 1 2 **_ / 2**	
2f. Materials list all lessons in print or digital format, including estimated instructional times for each lesson, chapter, and unit, to support teacher planning and pacing.	Is there clear documentation that provides estimated instructional time for lessons, chapters, and units?	0 1 2 **_ / 2**	
2g. Materials provide a comprehensive list of items needed for investigations, activities, and lessons, including consumables, non-consumables, and kits.	Do materials provide a detailed list of all resources required for activities, such as kit items clearly labeled and easy to find when needed?	0 1 2 **_ / 2**	
Criterion 2.2 Summary		**Subtotal**	**Rating Levels** / **Rating**
		__ / 8	**Exemplifies Quality:** 7-8 **Approaching Quality:** 5-6 **Not Represent Quality:** 0-4

Criterion 2.3 Assessment	Materials provide opportunities to gather information on student learning, monitor progress, and evaluate understanding across a range of skills and knowledge levels.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
2h. Materials provide strategies for gathering information on students' prior knowledge and skills across grade levels.	Do the materials provide strategies for gathering information on students' prior knowledge and skills?	0 1 2 **_ / 2**	
2i. Assessment materials include embedded tasks that accommodate and reflect a range of knowledge and skill levels.	Do the assessment materials include tasks at varied levels of complexity that assess three-dimensional learning by integrating SEPs, DCIs, and CCCs?	0 1 2 **_ / 2**	
2j. Materials embed diverse formative assessment models, such as performance tasks, projects, and self-assessments, aligned to evaluate learning targets.	Do the materials include multiple types of formative assessments?	0 1 2 **_ / 2**	
2k. Varied models of summative assessments, including performance-based tasks, questions, and projects, are embedded into the content materials to assess the learning targets.	Do the materials include multiple types of summative assessments?	0 1 2 **_ / 2**	

Criterion 2.3 Summary	**Subtotal**	**Rating Levels**	**Rating**
	__ / 8	**Exemplifies Quality:** 7-8 **Approaching Quality:** 5-6 **Not Represent Quality:** 0-4	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
24	Exemplifies Quality: 19 - 24	/ 24	
	Approaching Quality: 12 - 18		
	Does Not Represent Quality: 0 - 12		

Gateway 2 Comments

Gateway 3: Access and Technology

High-quality instructional materials offer digital resources that support teaching and learning in various ways, enabling schools to enhance instruction and foster student engagement. 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 Quality or Approaching Quality in Gateway 2 to be reviewed in Gateway 3.**

Gateway 3: Overview	Indicators	Available Points
Criterion 3.1: Access Materials provide easily accessible digital resources that support all learners, offer clear pathways for engagement, and address the needs of all learners.	**3a-3d**	**10**
Criterion 3.2: Technology Materials integrate digital technology and interactive tools, when appropriate, to enhance student engagement and support learning.	**3e-3h**	**8**
Total Points		**18**

Criterion 3.1 Access	Materials provide easily accessible digital resources that support all learners, offer clear pathways for engagement, and address the needs of all learners.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
***3a. Materials integrate digital technology and interactive tools (e.g., data collection tools, simulations, modeling, and discussion groups) to support student engagement in the three dimensions of science.**	Do embedded technology tools enhance learning for all students and support engagement in the three dimensions of science?	0 2 4 **_ / 4**	
3b. Digital materials can be manipulated to construct personalized learning experiences or differentiate content for individual students.	Are teachers able to customize digital materials for local use and differentiate learning?	0 1 2 **_ / 2**	
3c. Digital materials are platform-neutral and compatible with multiple operating systems and internet browsers.	Do materials identify whether they are compatible with multiple systems?	0 1 2 **_ / 2**	
3d. Non-digital versions of materials are available for students without off-campus internet access.	Do materials provide non-digital alternatives for activities that require technology access?	0 1 2 **_ / 2**	
Criterion 3.1 Summary		**Subtotal**	**Rating Levels** / **Rating**
		_ / 10	**Exemplifies Quality: 8-10** **Approaching Quality: 6-7** **Not Represent Quality: 0-5**

Criterion 3.2 Technology	Materials integrate digital technology and interactive tools, when appropriate, to enhance student engagement and support learning.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
3e. Digital materials are responsive to students needs determined by student input and interaction to create a personalized learning experience aligned with content and three-dimensional science practices	Do materials promote individualized learning experiences that are aligned with content goals and the three dimensions of science?	0 1 2 **_ / 2**	
3f. Interactive materials are purposeful, directly related to learning, and designed to support engagement in content and practices.	Is the interactive material directly related to learning and intentionally supports student engagement with the three dimensions of science?	0 1 2 **_ / 2**	
3g. Materials clearly demonstrate compliance with privacy and data security requirements, allowing teachers and administrators to easily verify alignment with federal laws (FERPA, COPPA) and Oklahoma's Student Data Accessibility, Transparency, and Accountability Act.	Is evidence of privacy and data security compliance clearly visible and accessible to educators?	0 1 2 **_ / 2**	
3h. Materials provide clear guidance for implementation and student use of embedded technology tools that are dependable, intuitive, and easily integrated into instruction.	Do the materials support both teacher and student use of embedded technology tools through clear, practical implementation guidance?	0 1 2 **_ / 2**	
Criterion 3.2 Summary		**Subtotal** **_ / 8**	**Rating Levels** **Exemplifies Quality:** 7-8 **Approaching Quality:** 5-6 **Not Represent Quality:** 0-4
			Rating

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
18	Exemplifies Quality: 14 – 18	_ / 18	
	Approaching Quality: 10 – 13		
	Does Not Represent Quality: 0 – 9		
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
Criterion 4.1: Materials align with Oklahoma statute 70 O.S. § 24-157 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.	Does the material comply with the statute?	**YES / NO**
Criterion 4.2: Materials align with Oklahoma Administrative Code 720:10-5-3 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.	Does the material comply with the code?	**YES / NO**