



High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING
VOCATIONAL EDUCATION

Publisher - _____

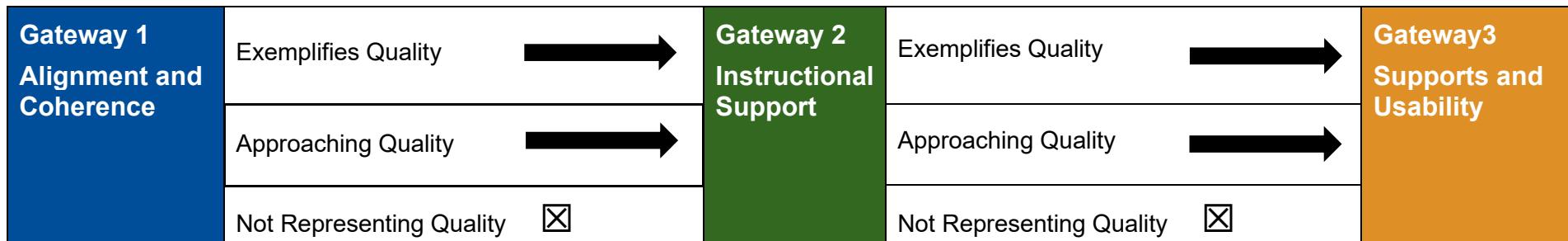


Oklahoma Instructional Materials Evaluation Rubric

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).



Title of Material		Grade(s) Evaluated	
Publisher		Reviewer	

Review Summary

Gateway	Criterion	Score	Rating
1: Alignment and Coherence	1.1: Alignment and Accuracy	_ / 8	
	1.2: Coherence	_ / 6	
	Gateway 1 Subtotal	_ / 14	
2: Instructional Supports	2.1 Student Learning	_ / 10	
	2.2 Teacher Supports	_ / 8	
	2.3 Assessments	_ / 8	
	Gateway 2 Subtotal	_ / 26	
3: Access and Technology	3.1 Access	_ / 6	
	3.2 Technology	_ / 8	
	Gateway 3 Subtotal	_ / 14	
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 ___ / 54	Final Rating

Gateway 1: Alignment and Coherence

High-quality instructional materials are aligned and coherent with the relevant program standards for the specific program area and grade level(s) under review. 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 materials support student understanding of the relevant program area or occupational standards and accurately reflect the knowledge, skills, and real-world applications of the subject.	1a – 1d	8
Criterion 1.2: Coherence The materials present concepts and skills in a logical sequence, building understanding and connecting learning across the program of study.	1e – 1g	6
Total Points		14

Criterion 1.1 Alignment and Accuracy		The materials support student understanding of the relevant program area or occupational standards and accurately reflect the knowledge, skills, and real-world applications of the subject.		
Indicators	Guiding/Key Questions	Score	Comments	
1a. Materials build knowledge and skills that align with relevant standards.	Do the materials consistently align with the knowledge and skills outlined in standards?	0 1 2 — / 2		
1b. Materials reflect authentic, real-world applications and industry practices.	Do the materials connect learning to real-world tasks and workplace expectations?	0 1 2 — / 2		
1c. Materials use a variety of instructional approaches, such as discussion, modeling, and project-based learning, to build conceptual understanding.	Do the materials support all teaching methods and learning experiences?	0 1 2 — / 2		
1d. Materials provide structured opportunities for hands-on practice and competency-based skill demonstrations aligned to program area or occupational standards.	Do the materials provide hands-on activities or performance tasks that allow students to demonstrate skills aligned to the program area or occupational standards?	0 1 2 — / 2		
Criterion 1.1 Summary		Subtotal	Rating Levels	Rating
— / 8		Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4		

Criterion 1.2 Coherence		The materials present concepts and skills in a logical sequence, building understanding and connecting learning across the program of study.		
Indicators	Guiding/Key Questions	Score	Comments	
1e. Materials present content and skills in a logical order that fits within the course or program timeframe.	Is the progression of content and skills coherent and achievable within the program structure?	0 1 2 — / 2		
1f. Materials explicitly connect new learning to prior lessons, topics, or courses.	Do the materials make clear connections between new and prior learning to reinforce understanding?	0 1 2 — / 2		
1g. Materials are appropriate for the grade level or program stage and build on students' prior knowledge.	Is the content suitable for the learners' level, and does it effectively leverage what they already know?	0 1 2 — / 2		
Criterion 1.2 Summary		Subtotal	Rating Levels	Rating
— / 6		Exemplifies Quality: 6 Approaching Quality: 4-5 Not Represent Quality: 0-3		

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
14	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Does Not Represent Quality: 0-7	_____ / 14	
Gateway 1 Comments			

Gateway 2: Instructional Support

High-quality instructional materials provide teachers with the support they need to effectively implement the curriculum and address students' knowledge, skills, and learning needs. 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 Materials identify ways to engage all students in active participation and mastery of grade-level or program-specific content and skills.	2a – 2d	10
Criterion 2.2: Teacher Support Materials provide resources to help teachers plan, implement, and adapt instruction effectively while supporting ongoing professional growth.	2e – 2h	8
Criterion 2.3: Assessment Materials include tools, guidance, and support to help teachers collect, analyze, and act on student data, enabling them to monitor progress and proficiency.	2i – 2l	8
Total Points		26

Criterion 2.1 Student Learning		Materials identify ways to engage all students in active participation and mastery of grade-level or program-specific content and skills.		
Indicators	Guiding/Key Questions	Score	Comments	
*2a. Materials provide targeted support and extensions to meet learners' varying skill levels.	Do materials provide strategies to help learners succeed at their individual levels?	0 2 4 — / 4		
2b. Materials ensure all students can access and navigate the content effectively.	Do the materials ensure all students can access and navigate the content effectively?	0 1 2 — / 2		
2c. Materials promote active student engagement through participation in real-world or authentic learning activities.	Do the materials promote active student participation in real-world or authentic learning activities?	0 1 2 — / 2		
2d. Materials present content in multiple formats to ensure accessibility and understanding for all learners.	Do materials use varied representations (e.g., translations, graphics, or organizers) to support learner comprehension?	0 1 2 — / 2		
Criterion 2.1 Summary		Subtotal	Rating Levels	Rating
— / 10		Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Represent Quality: 0-5		

Criterion 2.2 Teacher Supports		Materials provide resources to help teachers plan, implement, and adapt instruction effectively while supporting ongoing professional growth.		
Indicators	Guiding/Key Questions	Score	Comments	
2e. Materials and resources are clear, organized, and usable by teachers with varying levels of content knowledge.	Do materials provide features (such as glossaries, visuals, recordings, and annotations) that help teachers use them effectively?	0 1 2 — / 2		
2f. Materials include guidance, annotations, and suggestions that help teachers present content with fidelity.	Do materials provide overviews, annotations, or narrative guidance to support instruction?	0 1 2 — / 2		
2g. Materials include teacher guidance for implementing real-world or authentic applications of content, such as case studies or scenarios.	Do the materials guide teachers in using real-world applications, like case studies or scenarios?	0 1 2 — / 2		
2h. Materials clearly outline lessons, chapters, and units, including estimated instructional times to guide pacing.	Is there clear documentation of lesson/unit timing to support planning and pacing?	0 1 2 — / 2		
Criterion 2.2 Summary		Subtotal — / 8	Rating Levels Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4	Rating

Criterion 2.3 Assessment	Materials include tools, guidance, and support to help teachers collect, analyze, and act on student data, enabling them to monitor progress and proficiency.			
Indicators	Guiding/Key Questions	Score	Comments	
2i. Materials provide strategies to assess students' prior knowledge and skills.	Do materials provide ways to gather information on what students already know and can do?	0 1 2 — / 2		
2j. Materials include embedded formative assessments aligned to learning targets, such as work-based tasks, performance simulations, or real-world projects that allow students to demonstrate knowledge and skills.	Do the materials include formative assessments that allow students to demonstrate knowledge and skills through work-based or real-world tasks?	0 1 2 — / 2		
2k. Materials provide varied summative assessments aligned to learning targets, including performance-based assessments, industry-relevant projects, or workplace simulations to evaluate student mastery.	Do the materials include summative assessments that evaluate student mastery through work-based or real-world tasks?	0 1 2 — / 2		
2l. Materials include support, adaptations, or alternative assessment methods to ensure all learners can demonstrate their knowledge and skills.	Do the materials provide support or alternative assessment options so all learners can demonstrate their knowledge and skills?	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
26	Exemplifies Quality: 20-26 Approaching Quality: 14-19 Does Not Represent Quality: 0-13	/ 26	
Gateway 2 Comments			

Gateway 3: Access and Technology

High-quality instructional materials provide guidance on using physical and digital resources, including program-specific equipment, to support teaching, learning, and student engagement. Educators determine the Gateway rating by analyzing evidence from the instructional materials and the 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 are accessible to all learners, providing clear pathways for engagement and supporting a range of needs and abilities.	3a-3c	6
Criterion 3.2: Technology Materials integrate physical and digital resources, including program-specific equipment and interactive tools, to enhance instruction, engagement, and learning.	3d-3g	8
Total Points		14

Criterion 3.1 Access	Materials are accessible to all learners, providing clear pathways for engagement and supporting a range of needs and abilities.			
Indicators	Guiding/Key Questions	Score	Comments	
3a. Materials use interactive digital and physical tools (e.g., lab equipment, simulations, or hands-on devices) to engage students and support learning.	Do the materials use interactive digital and physical tools (e.g., simulations, lab equipment, hands-on devices) to engage students and support learning?	0 1 2 — / 2		
3b. Visual and physical elements (e.g., diagrams, models, equipment) support learning and engagement without being distracting or chaotic.	Do visual and physical elements (e.g., diagrams, models, equipment) support learning and engagement without causing distraction?	0 1 2 — / 2		
3c. Materials are accessible both digitally and physically, supporting in-person, remote, or blended learning environments.	Are the materials accessible both digitally and physically, supporting an in-person, remote, and blended learning environment?	0 1 2 — / 2		
Criterion 3.1 Summary		Subtotal	Rating Levels	Rating
		— / 6	Exemplifies Quality: 6 Approaching Quality: 4-5 Not Represent Quality: 0-3	

Criterion 3.2 Technology		Materials integrate physical and digital resources, including program-specific equipment and interactive tools, to enhance instruction, engagement, and learning.		
Indicators	Guiding/Key Questions	Score	Comments	
3d. Materials adapt to student input or provide flexibility to support individualized learning.	Do materials allow all students to engage in personalized learning experiences?	0 1 2 — / 2		
3e. Interactive elements are meaningful and aligned with learning goals.	Is interactivity directly tied to learning objectives?	0 1 2 — / 2		
3f. Materials include clear protocols for protecting student data, ensuring compliance with federal laws (FERPA, COPPA) and state regulations (e.g., Oklahoma Student Data Accessibility, Transparency, and Accountability Act).	Do materials include safeguards and instructions to protect student data in compliance with federal and state requirements?	0 1 2 — / 2		
3g. Materials guide teachers in implementing student use of digital and physical tools or equipment that are reliable, intuitive, and easy to integrate into instruction.	Do the materials help teachers teach students to use digital and physical tools, including industry-specific equipment?	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
16	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Does Not Represent Quality: 0-8	_ / 16	
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>	Does the material comply with the statute?	YES / NO
<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>	Does the material comply with the code?	YES / NO