High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING

**Physical Education**   **Publisher - _____**

OKLAHOMA
Education

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	☒
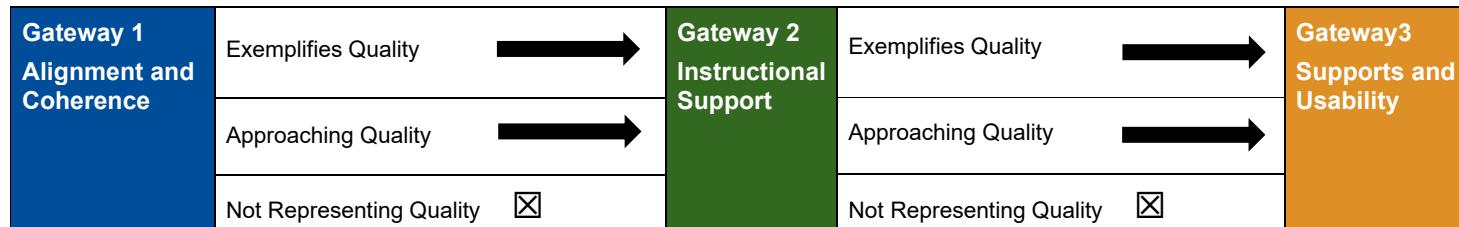
Title of Material		**Grade(s) Evaluated**	
Publisher		**Reviewer**	

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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: Instructional Supports	2.1 Student Learning	_ / 10	
	2.2 Teacher Supports	_ / 10	
	2.3 Assessments	_ / 8	
	Gateway 2 Subtotal	_/ 26	
3: Access and Technology	3.1 Access	_ / 12	
	Gateway 3 Subtotal	_/ 12	
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** **___ / 62**	**Final Rating**

Gateway 1: Alignment and Coherence

High-quality instructional materials are aligned and coherent with Oklahoma Academic Standards and the grade levels 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 align to the Oklahoma Academic Standards for Physical Education and support student learning at the grade or course level.	1a – 1f	14
Criterion 1.2: Coherence The materials are well-organized and purposefully designed to support learning for all learners.	1g- 1j	10
Total Points		24

Criterion 1.1 Alignment and Accuracy	The materials align to the Oklahoma Academic Standards for Physical Education and support student learning at the grade or course level.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*1a. Materials, when used as designed, support student engagement with the Oklahoma Academic Standards for Physical Education and objectives across grade bands.	Are all grade band objectives present? If not, which ones are not present? Do the materials present a level of age appropriateness to the grade bands?	0 2 4 _ / 4	
1b. Materials and activities focus on a variety of in-depth learning of physical education concepts while engaging students in developing knowledge, skills, and confidence to become physically literate individuals.	Do the materials develop skills, knowledge, and behaviors in physical education? Do the materials encourage students to participate in physical activity?	0 1 2 _ / 2	
1c. Materials allow students to apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.	Do the materials include ways for students to demonstrate a knowledge of movement concepts? Do the materials provide ways for students to apply tactical concepts and performance principles in various settings (e.g., game-like and authentic)?	0 1 2 _ / 2	
1d. Materials include activities that develop skills to maintain a health-enhancing level of physical activity and fitness throughout life.	Do the materials encourage students to identify opportunities for physical activity? Do the materials prepare students to develop fitness plans?	0 1 2 _ / 2	
1e. Materials include content and activities that enable students to develop responsible, personal, and social behavior that respects self and others.	Do the materials incorporate activities that allow students to practice effective communication with their peers? Do the materials clearly define rules and safety practices for activities that students engage in?	0 1 2 _ / 2	
1f. Materials include activities that help students recognize the value of physical	Do the materials guide students to recognize physical activities within their	0 1 2 _ / 2	

activity for health, enjoyment, challenge, self-expression, and social interaction.	daily lives? Do materials support students in being challenged and in developing a variety of social interaction skills?		
		Subtotal	**Rating Levels**	**Rating**
Criterion 1.1 Summary		**_ / 14**	**Exemplifies Quality:** 11-14 **Approaching Quality:** 8-10 **Not Represent Quality:** 0-7	

Criterion 1.2 Coherence	The materials are well-organized and purposefully designed to support learning for all learners.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
1g. Materials form a coherent, planned, and developmentally appropriate learning progression.	Do the materials support skill progression across grade bands? Do the materials make connections to prior learning and experiences?	0 2 4 _ / 4	
1h. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.	Do teachers have sufficient time to develop skills with the materials provided? Are all students given the opportunity to practice skills in each grade band?	0 1 2 _ / 2	
1i. Materials provide opportunities for cross-curricular connections within and between grade bands.	Do the materials allow for cross-curricular connections in practice opportunities or activities?	0 1 2 _ / 2	
1j. Materials provide opportunities for students to reflect upon learning.	Do materials support and guide student reflection?	0 1 2 _ / 2	

	Subtotal	**Rating Levels**	**Rating**
Criterion 1.2 Summary	**__ / 10**	**Exemplifies Quality:** 8-10 **Approaching Quality:** 6-7 **Not Represent 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			
	Does Not Represent Quality: 0-12			
Gateway 1 Comments				

Gateway 2: Instructional Support

Gateway 2 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 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 identify ways in which the materials are designed for each student's regular and active participation in grade-level/grade band/series content.	2a – 2d	10
Criterion 2.2: Teacher Support and Supplemental Material The materials include resources for teachers to plan and implement materials with integrity effectively and to develop their professional learning further.	2e – 2i	10
Criterion 2.3: Assessment The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress toward content and skill proficiency.	2k – 2l	8
Total Points		26

Criterion 2.1 Student Learning	The materials identify ways in which the materials are designed for each student'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 (higher & lower levels of complexity), intervention, and support for a broad range of learners.	Do materials provide differentiation supports to sufficiently engage students in grade band or course-level content? Do the materials provide comprehensive guidance on strategies and accommodations for all the needs of students?	0 2 4 _ / 4	
2b. Materials provide strategies and supports for students who read, write, and/or speak in a language other than English to regularly participate in grade-level learning.	Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade-level or course-level physical education? Do the materials for teachers provide guidance for instructional practices that foster English Learners (ELs) to develop and exercise agency and autonomy in their learning?	0 1 2 _ / 2	
2c. Materials provide varied approaches to learning tasks over time and opportunities for teachers to use a variety of grouping strategies.	Do the materials provide opportunities for students to explore, practice, question, investigate, and problem-solve using a variety of methods? Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?	0 1 2 _ / 2	
2d. Materials provide varied approaches and opportunities for connecting students' families and communities.	Do the materials provide guidance to the teacher on how to connect learning with families and communities?	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 and Supplemental Materials	The materials include resources for teachers to plan and implement materials with integrity effectively and to develop their professional learning further.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
2e. Materials and resources are educational and accessible for teachers with differing levels of content knowledge.	Do the materials include features (glossaries, footnotes, recordings, pictures, cues, etc.) that aid teachers (and students) in effectively using them?	0 1 2 _ / 2	
2f. Materials contain teacher support for presenting the content with ample and useful annotations and suggestions.	Are there overview sections and/or annotations that contain narrative information (introduction of skill, learning criteria) about the content that will assist the teacher in presenting the student material?	0 1 2 _ / 2	
2g. Materials should list all lessons in the teacher's edition in print or digital format, with estimated instructional times for each lesson, chapter, and unit, acting as a pacing guide.	Is there clear documentation that provides estimated instructional time for lessons/chapters/units/topics?	0 1 2 _ / 2	
2h. Materials provide a comprehensive list of all supplies needed to support instructional activities.	Do the materials offer a detailed and comprehensive inventory of all necessary supplies required to facilitate instructional activities effectively?	0 1 2 _ / 2	
2i. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.	Do the materials recommend curriculum-based professional learning to enhance teacher content knowledge and pedagogy?	0 1 2 _ / 2	
Criterion 2.2 Summary		**Subtotal**	**Rating Levels**	**Rating**
		__ / 10	**Exemplifies Quality: 8-10** **Approaching Quality: 6-7** **Not Represent Quality: 0-5**	

Criterion 2.3 Assessment	The materials provide teachers with tools, guidance, and support for collecting, interpreting, and acting on data regarding student progress toward content and skill proficiency.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
2i. Materials offer a system of assessment with multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.	Does the assessment system provide multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?	0 1 2 _ / 2	
2j. Assessments include opportunities for students to demonstrate the full intent of grade band or course-level standards across the series.	Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral presentations, and performance tasks) and suggestions for how they can be used? Is there a good balance of complexity in assessment tasks?	0 1 2 _ / 2	
2k. Materials embed formative assessment models (e.g., performance tasks, projects, and self-assessments) aligned to evaluate learning targets.	Do the materials include multiple types of formative assessments?	0 1 2 _ / 2	
2l. Varied models of summative assessments (e.g., performance-based tasks, questions, and projects) are embedded into the content materials and 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	

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Gateway 2 Points Available	Rating Levels		Gateway 2 Points Achieved	Gateway 2 Rating
26	Exemplifies Quality: 19-26		/ 26	
	Approaching Quality: 14-19			
	Does Not Represent Quality: 0-13			
Gateway 2 Comments				

Gateway 3: Access and Technology

Gateway 3 examines how schools can use digital and physical resources to support teaching and learning in various ways. 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 and Technology Materials, digitally and physically, are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.	3a-3e	12
Total Points		**12**

Criterion 3.1 Access	Materials, digitally and physically, are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*3a. Materials integrate digital and/or physical resources, such as interactive tools, manipulatives, objects, and/or software, in ways that engage students at the grade or course level, when applicable.	Does it provide digital and/or physical technology and interactive resources? Are videos, virtual, and/or physical manipulatives included?	0 2 4 _ / 4	
3b. The visual design (whether in print or digital) supports students in engaging with the subject and is not distracting or chaotic.	Does the visual design in print or digital support student learning and engagement without being visually distracting?	0 1 2 _ / 2	
3c. Materials provide teacher guidance for using embedded technology to support and enhance student learning when applicable.	Do the materials guide teachers using technology to support and enhance student learning?	0 1 2 _ / 2	
3d. Interactive material is purposeful and directly related to learning.	Is the interactive material directly related to learning?	0 1 2 _ / 2	
3e. Based on the information provided, the materials meet public schools' privacy and data security requirements, including compliance with federal laws like FERPA and COPPA, Oklahoma's Student Data Accessibility, Transparency, and Accountability Act, and other state regulations, when applicable.	Do materials provide privacy and data security protocols for usage, when applicable?	0 1 2 _ / 2	

	Subtotal	Rating Levels	Rating
Criterion 3.1 Summary	**_ / 12**	**Exemplifies Quality: 10-12** **Approaching Quality: 7-9** **Not Represent Quality: 0-6**	

Commented [SM1]: Are 3f and 3g a different font or size?

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
12	**Exemplifies Quality: 10-12** **Approaching Quality: 7-9** **Does Not Represent Quality: 0-6**	**_ / 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
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**