



High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING

Health 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	Exemplifies Quality	➡	Gateway 2 Instructional Support	Exemplifies Quality	➡	Gateway3 Support and Usability
	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	_ / 10	
	Gateway 1 Subtotal	_ / 24	
2: Instructional Supports	2.1 Student Learning	_ / 8	
	2.2 Teacher Supports	_ / 10	
	2.3 Assessments	_ / 8	
	Gateway 2 Subtotal	_ / 26	
3: Access and Technology	3.1 Access	_ / 8	
	3.2 Technology	_ / 6	
	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	Final Rating
		___ / 64	

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 with the Oklahoma Academic Standards for Health 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 with the Oklahoma Academic Standards for Health and support students learning at the grade or course level.		
Indicators	Guiding/Key Questions	Score	Comments	
*1a. Materials, when used as designed, support engaging students in the Oklahoma Academic Standards for Health Education and objectives throughout the grade bands.	Are all grade-band objectives present? If not, which ones are not present? Do the materials present an appropriate age level for the grade bands?	0 2 4 _ / 4		
1b. Materials and activities focus on a variety of in-depth learning of health education concepts while engaging students in developing knowledge, skills, and confidence to become health-literate individuals.	Do the materials develop skills, knowledge, and attitudes in health education? Do the materials encourage student engagement and provide opportunities for practice to develop health skills?	0 1 2 _ / 2		
1c. Materials allow students to apply knowledge of concepts related to nutrition, physical activity, mental health and wellness, substance use and abuse prevention, healthy relationships, injury prevention, and personal health.	Do the materials include ways for students to demonstrate their knowledge of health topics? Do the materials provide ways for students to apply health concepts with a variety of health skills?	0 1 2 _ / 2		
1d. Materials include activities that develop health skills to maintain healthy behaviors or address unhealthy behaviors.	Do the materials encourage students to identify influences, evaluate health information, make informed decisions, and advocate for their own health needs? Do the materials prepare students to apply their learning in meaningful, real-life contexts?	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 promote the	0 1 2 _ / 2		

	acceptance of personal responsibility for health?			
1f. Materials include activities that help students recognize the value of self-management, goal setting, and social interaction in relation to health and mental health.	<p>Do the materials incorporate lessons that explain the health and mental health benefits of physical activity?</p> <p>Do materials support students in developing a variety of coping strategies, techniques for monitoring goals, and social interaction skills?</p>	<p>0 1 2</p> <p>_ / 2</p>		
Criterion 1.1 Summary		Subtotal	Rating Levels	Rating
		_ / 14	<p>Exemplifies Quality: 11-14</p> <p>Approaching Quality: 8 -10</p> <p>Not Represent Quality: 0-7</p>	

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 materials flow smoothly across the grade bands? Do the materials connect to prior learning and experience?	0 2 4 _ / 4		
1h. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.	Do teachers have sufficient time to cover the material? Are all students given the opportunity to receive health education in each grade band?	0 1 2 _ / 2		
1i. Materials provide opportunities for cross-curricular connections within and between grade bands.	Are the students given opportunities to incorporate different subject areas in health education?	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		
Criterion 1.2 Summary		Subtotal	Rating Levels	Rating
		__ / 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: 15-18		
	Does Not Represent Quality: 0-14		
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 – 2c	8
Criterion 2.2: Teacher Support and Supplemental Material The materials include resources for teachers to plan and implement materials with integrity effectively and to further develop their professional learning.	2d – 2h	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.	2i – 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 band/ series content.		
Indicators	Guiding/Key Questions	Score	Comments	
*2a. Materials provide an appropriate level and type of scaffolding, differentiation (at higher and lower levels of complexity), intervention, and support for a broad range of learners.	<p>Do materials provide differentiation supports that sufficiently engage students in grade-band or course-level content?</p> <p>Do the materials provide comprehensive guidance on strategies and accommodations to address all students' needs?</p>	<div>0 2 4</div> <div>_ / 4</div>		
*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 band learning.	<p>Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade band or course-level health education?</p> <p>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?</p>	<div>0 1 2</div> <div>_ / 2</div>		
*2c. Materials provide varied approaches to learning tasks over time, opportunities for teachers to use a variety of grouping strategies, and opportunities for connections with students' families and communities.	<p>Do the materials provide opportunities for students to question, investigate, sense-make, and problem-solve using a variety of methods?</p> <p>Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?</p>	<div>0 1 2</div> <div>_ / 2</div>		
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 and Supplemental Materials		The materials include resources for teachers to plan and implement materials with integrity effectively and to further develop their professional learning.		
Indicators	Guiding/Key Questions	Score	Comments	
2d. Materials and resources are educational and accessible for teachers with differing levels of content knowledge.	Do the materials include features (glossaries, footnotes, recordings, pictures, etc.) that aid teachers (and students) in effectively using them?	0 1 2 _ / 2		
2e. Materials contain teacher support for presenting the content with ample and useful annotations and suggestions.	Are there overview sections and/or annotations that provide narrative information about the content to assist the teacher in presenting the material to the student?	0 1 2 _ / 2		
2f. 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		
2g. Materials provide a comprehensive list of all supplies needed to support instructional activities.	Do the materials provide a comprehensive inventory of all necessary supplies to facilitate instructional activities effectively?	0 1 2 _ / 2		
2h. 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 both 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 band, 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 band, course, or series to determine students' learning, and sufficient guidance for teachers to interpret student performance and suggest 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	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
26	Exemplifies Quality: 20-26	/ 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 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 Materials are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.	3a-3d	8
Criterion 3.2: Technology Materials integrate digital technology and interactive tools, when appropriate, to support student engagement and enhance learning.	3e-3g	6
Total Points		14

Criterion 3.1 Access		Materials 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 technology, such as interactive tools, virtual manipulatives, objects, and/or dynamic software, in ways that engage students in the grade band or course level, when applicable.	Does it provide digital technology and interactive resources, such as data collection tools and simulations, made available to students? Are videos, virtual manipulatives, and glossaries included?	0 2 4 _ / 4		
3b. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.	Does the visual design 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 in using embedded technology to support and enhance student learning?	0 1 2 _ / 2		
Criterion 3.1 Summary		Subtotal	Rating Levels	Rating
		_ / 8	Exemplifies Quality: 7-8 Approaching Quality: 5-7 Not Represent Quality: 0-4	

Criterion 3.2 Technology		Materials integrate digital technology and interactive tools, when appropriate, to support student engagement and enhance learning.		
Indicators	Guiding/Key Questions	Score	Comments	
3e. Materials are responsive to student input, adapting based on interactions or providing flexibility and control to create a personalized learning experience.	Do materials promote individualized learning experiences?	0 1 2 _ / 2		
3f. Interactive material is purposeful and directly related to learning.	Is the interactive material directly related to learning?	0 1 2 _ / 2		
3g. Based on the information provided, the materials meet all 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 relevant state regulations.	Do materials provide privacy and data security protocols for usage?	0 1 2 _ / 2		
Criterion 3.2 Summary		Subtotal	Rating Levels	Rating
		_ / 6	Exemplifies Quality: 6 Approaching Quality: 4-5 Not Represent Quality: 0-3	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
14	Exemplifies Quality: 11-14	_ / 14	
	Approaching Quality: 8-10		
	Does Not Represent Quality: 0-7		
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