



High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING
PK-5 SCIENCE CONTENT READING / PUBLISHER

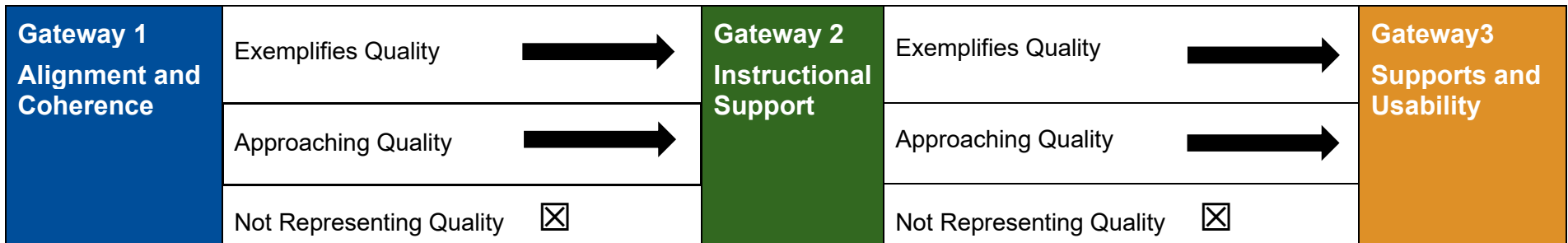


Oklahoma Science Content Reading Instructional Materials Evaluation Rubric

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 Science (OAS-S) and other criteria for high-quality instructional materials for Science content reading. 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. If the materials meet the thresholds for **Exemplifies Quality** or **Approaching Quality** for a 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 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	_ / 10	
	1.2: Coherence	_ / 8	
	Gateway 1 Subtotal	_ / 18	
2: Instructional Supports	2.1 Student Learning	_ / 8	
	2.2 Teacher Supports	_ / 6	
	2.3 Assessments	_ / 8	
	Gateway 2 Subtotal	/ 22	
3: Access and Technology	3.1 Access	_ / 8	
	3.2 Technology	_ / 4	
	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	Final Rating
		___ / 52	

Gateway 1: Alignment and Coherence

High-quality instructional materials are aligned and coherent for **Science Content Reading** and grade levels. 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 learning associated with the content and skills of Science Content Reading and the grade levels under review.	1a - 1c	10
Criterion 1.2: Coherence The materials address the learning progressions associated with Science Content Reading , ensuring the curriculum is coherent within and across grade bands.	1d – 1e	8
Total Points		18

Criterion 1.1 Alignment and Accuracy		The instructional materials are aligned with the Oklahoma Academic Standards for Science, with emphasis on content reading.		
Indicators	Guiding/Key Questions	Score	Comments	
*1a. Materials provide a sequence or collection of activities and texts that build content knowledge aligned with OAS-S, with an emphasis on content reading.	Do the materials align with the content associated with OAS-S, which places an emphasis on content reading?	0 2 4 _ / 4		
*1b. Materials align with OAS-S practices in critically reading informational sources.	Do materials align with OAS-S practices for critical reading?	0 2 4 _ / 4		
1c. Materials include a mixture of instructional strategies (e.g., discussions, modeling, student activities, projects, etc.) aligned to text.	Do the materials allow for various instructional strategies within lessons and across the curriculum?	0 1 2 _ / 2		
Criterion 1.1 Summary		Subtotal	Rating Levels	Rating
		_ / 10	Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Represent Quality: 0-5	

Criterion 1.2 Coherence		The materials address the learning progressions associated with the subject area under review, ensuring that the curriculum is coherent within grades and across grade bands.		
Indicators	Guiding/Key Questions	Score	Comments	
*1d. Materials provided can be completed within a typical school year with little to no modification.	Is the amount of time for the curriculum identified and coherent?	0 2 4 _ / 4		
*1e. Content is appropriate to the grade level and considers students' prior knowledge to incorporate this knowledge into the lesson and/or cover material not previously covered.	Is content grade appropriate? Does content incorporate student prior knowledge?	0 2 4 _ / 4		
Criterion 1.2 Summary		Subtotal	Rating Levels	Rating
		__ / 8	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
18	Exemplifies Quality: 16-18	___ / 18	
	Approaching Quality: 11-15		
	Does Not Represent Quality: 0-10		
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
<p>Criterion 2.1: Student Learning The materials identify ways in which materials are designed for each student's regular and active participation in grade-level/grade band/series content.</p>	2a – 2b	8
<p>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.</p>	2c – 2e	6
<p>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.</p>	2f – 2h	8
Total Points		22

Criterion 2.1 Student Learning		The materials identify ways in which 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 levels and types of scaffolding, differentiation, intervention, and support for a broad range of learners.	Do materials support strategies for meeting a range of learner needs? <ul style="list-style-type: none"> • Supports different linguistic backgrounds. • Provides extra support for students working below grade level and extensions for those working above grade level. 	0 2 4 _ / 4		
*2b. Materials within each lesson provide multiple representations by adapting for various types of learners using alternatives to reading, writing, listening, and speaking, such as translations, pictures, or graphic organizers.	Do materials provide multiple representations for different types of learners? Do materials offer alternatives like translations, pictures, or graphic organizers?	0 2 4 _ / 4		
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 develop their professional learning further.		
Indicators	Guiding/Key Questions	Score	Comments	
2c. 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		
2d. 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 about the content that will assist the teacher in presenting the student material?	0 1 2 _ / 2		
2e. 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		
Criterion 2.2 Summary		Subtotal	Rating Levels	Rating
		— / 6	Exemplifies Quality: 6 Approaching Quality: 4-5 Not Represent Quality: 0-3	

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	
*2f. Materials provide strategies for gathering information on students' prior knowledge and skills across grade levels.	Do materials provide strategies to gather information on students' prior knowledge and skills?	0 2 4 _ / 4		
2g. The assessment materials include embedded assessments that reflect various knowledge and skill levels.	Do materials include assessments that reflect a variety of knowledge levels?	0 1 2 _ / 2		
2h. Varied models of formative assessments (performance-based tasks, questions, projects, and self-assessment) are embedded into the content materials and assess the learning targets.	Do the materials include multiple types of formative 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
22	Exemplifies Quality: 18-22	/ 22	
	Approaching Quality: 12-17		
	Does Not Represent Quality: 0-11		
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-3c	8
Criterion 3.2: Technology Materials integrate digital technology and interactive tools, when appropriate, to support student engagement and enhance learning.	3d-3e	4
Total Points		12

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 technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level content and skills, when applicable.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in content?	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: 5-6 Not Represent Quality: 0-4	

Criterion 3.2 Technology		Materials integrate digital technology and interactive tools, when appropriate, to support student engagement.		
Indicators	Guiding/Key Questions	Score	Comments	
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 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
		_ / 4	Exemplifies Quality: 4 Approaching Quality: 2-3 Not Represent Quality: 0-1	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
12	Exemplifies Quality: 10-12	_ / 12	
	Approaching Quality: 7-9		
	Does Not Represent Quality: 0-6		
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 instructional materials to determine whether they 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>