



## Oklahoma State Textbook Committee

Chair  
LINDEL FIELDS  
State Superintendent,  
Oklahoma State Department  
of Education

Chair DESIGNEE  
SHARON MORGAN  
State Superintendent Chair  
Designee

Vice-Chair  
JAY ROTERT  
Congressional District 1

**MEMBERS**  
ZENA LEWIS  
Congressional District 1

JOSH ALLEN  
Congressional District 2

LAUREN DEATON  
Congressional District 2

JILLIAN ANDERSON  
Congressional District 3

HOLLY HELM  
Congressional District 3

TERRY BRANDENBURG  
Congressional District 4

ASHLEY LEMING  
Congressional District 4

ALLISON KIDNEY  
Congressional District 5

DIANN MAGNUS  
Congressional District 5

MICHAEL BELLEW  
At-Large

STEFANIE WITTWER  
At-Large

CAROLYNN BRISTOW  
Secretary

## STATE TEXTBOOK COMMITTEE (STC)

Oklahoma State Department of Education; Oliver Hodge Building  
2500 North Lincoln Boulevard; State Board Room, Suite 1-20  
Oklahoma City, Oklahoma 73105

**Meeting Agenda: February 6, 2026, at 10:00 a.m.**

1. **Call to Order** – Sharon Morgan, State Textbook Chair DESIGNEE.
2. **Pledge of Allegiance, Salute to the Oklahoma State Flag, and Moment of Silence**
3. **Roll and Determination of Quorum** – Shanda Finnell, Administrative Assistant, Oklahoma State Department of Education
  - Determination of Quorum
4. **Welcome and Determination of Compliance with Open Meeting Act** – Sharon Morgan, State Textbook Chair DESIGNEE
  - Determine that the agenda was posted in compliance with the Open Meeting Act
5. **ACTION ITEM:** Discussion and possible action on minutes from November 14, 2025, regular meeting.
6. **PRESENTATION (No action to be taken)** of certificates of appreciation to the Oklahoma State Textbook Committee members scheduled to complete their term. – Sharon Morgan
  - a) Allison Kidney (Congressional District 5) 2023-2026
  - b) Terry Brandenburg (Congressional District 4) 2023-2026
  - c) Holly Helm (Congressional District 3) 2023-2026
  - d) Jay Rotert (Congressional District 1) 2023-2026
  - e) Diann Magnus (Congressional District 5) 2024-2026
  - f) Michael Bellew (Member at Large) 2024-2026
7. **ACTION ITEM:** Discussion and possible action to nominate and vote on the election of a State Textbook Committee Vice-Chair for one year. 70 O.S. 16-101; OAC 720:1-1-2(1); 720:1-1-3
8. **PRESENTATION (No action to be taken)** of substitution process, Carolynn Bristow 70 O.S. 16-107(A-B), OAC 720:10-5-6(b)
9. **ACTION ITEM:** Discussion and possible action to vote on the substitution materials submitted for review. 70 O.S. 16-107(A-B), OAC 720:10-5-6(b)
  - a) Alfred Music – digital only
  - b) Art of Education – digital only
  - c) Bedford, Freeman & Worth Publishing Group LLC – PK-12 Social Studies, PK-12 Math, 6-12 ELA, print and digital
  - d) Benchmark Education Company – print and digital
10. **PRESENTATION (No action to be taken)** of instructional material rubrics for the next adoption cycle and the 2026 Content Expert Review Team application, Carolynn Bristow
11. **ACTION ITEM:** Discussion and possible action on the instructional material evaluation rubrics for: 70 O.S. 16-102(F); OAC 720:1-1-2(10)
  - a) Science
  - b) Vocational Education
  - c) PE
  - d) Health
12. **ACTION ITEM:** Discussion and possible action on 2026 Content Expert Review Team application. 70 O.S. 16-102€; OAC 720:1-1-2(9)



## Oklahoma State Textbook Committee

### Chair

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Congressional District 2

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JILLIAN ANDERSON  
Congressional District 3

HOLLY HELM  
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TERRY BRANDENBURG  
Congressional District 4

ASHLEY LEMING  
Congressional District 4

ALLISON KIDNEY  
Congressional District 5

DIANN MAGNUS  
Congressional District 5

MICHAEL BELLEW  
At-Large

STEFANIE WITTLWER  
At-Large

CAROLYNN BRISTOW  
Secretary

13. **ACTION ITEM:** Discussion and possible action on Teaching Strategies re-evaluation to increase the rating from approaching to exemplifies.
14. **ACTION ITEM:** Discussion and possible action on the proposed 2026-27 amended Adoption Subject Cycle Calendar for the period for which contracts are entered into for subjects identified. OAC 720:10-1-2
  - Motion 1:  
If the Board of Education approves the Social Studies standards, the amended Adoption Subject Cycle Calendar will take effect.
  - Motion 2:  
If the Board of Education does not approve the Social Studies standards, the currently approved Adoption Subject Cycle Calendar shall remain in full force and effect.
15. **ACTION ITEM:** Discussion and possible action of the proposed 2026-27 amended State Textbook Committee Calendar, which adopts a schedule of events for the next fiscal year. OAC 720:1-1-2(3) and 1.1.5
  - Motion 1:  
If the Board of Education approves the Social Studies standards, the amended State Textbook Committee Calendar will take effect.
  - Motion 2:  
If the Board of Education does not approve the Social Studies standards, the currently approved State Textbook Committee Calendar shall remain in full force and effect.
16. **ACTION ITEM:** New Business - (not known about or which could not have been reasonably foreseen before the time of posting the agenda) – 25 O.S. § 311
17. **ACTION ITEM:** Adjournment - Sharon Morgan, State Textbook Chair DESIGNEE



**MINUTES**  
**of the**  
**OKLAHOMA STATE TEXTBOOK COMMITTEE**

November 14, 2025

The Oklahoma State Textbook Committee (STC) held a Regularly Scheduled meeting beginning on Friday, November 14, 2025.

Committee Chair designee Sharron Morgan called the meeting to order at 10:00 a.m.

Roll was called by Shanda Finnell.

Quorum was established by Shanda Finnell.

The committee members who were present:

Jay Rotert

Zena Lewis

Lauren Deaton

Josh Allen

Jillian Anderson

Holly Helm

Terry Brandenburg

Ashley Leming

Allison Kidney

Michael Bellew

Stefanie Wittwer

Committee Chair designee Sharon Morgan

The committee members who were absent:

Diann Magnus

Committee Chair designee Sharon Morgan requested confirmation of the posted agenda in compliance with the Open Meeting Act. Shanda Finnell confirmed.

The next item on the agenda was discussion and possible action on the minutes for the July 15 – July 17, 2025, meeting. Josh Allen made a motion to accept the minutes of the July 15-17, 2025, meeting. Jay Rotert seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The next item on the agenda was discussion and possible action regarding suspension of the current Social Studies subject adoption cycle in light of the Oklahoma Supreme Court's temporary stay on the 2025 Oklahoma Academic Standards for Social Studies, as issued on September 15, 2025. 70 O.S. §16-102 B. Allison Kidney made a motion to suspend the current Social Studies cycle. Holly Helm seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The next item on the agenda was discussion and action on the extension of the previous Social Studies subject adoption cycle contracts for one (1) year. 70 O.S. §16-102 B. Josh Allen made a motion to extend the current Social Studies Contracts for one (1) year. Allison Kidney seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The next item on the agenda was a discussion and action verifying that the review process has been conducted in a scrupulous and fair manner. OAC 720:1-1-2(11). Holly Helm made a motion that the review process was conducted in a fair and scrupulous manner. Ashley Leming seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The next item on the agenda was discussion and action on bids for state adoption in the subject area of Personal Financial Literacy and out-of-cycle Computer Science.

- Careful examination of all books submitted for adoption
- Select textbooks in each subject area called for in the adoption
- Adopt a final rating for each textbook before including it on the textbook-approved list. 70 O.S. 16-102; 16-104 OAC 720:1-1-2(4, 5, 12).

a. Personal Financial Literacy

- i. Cengage
- ii. CEV Multimedia
- iii. Decker Associates
- iv. eDynamic Learning
- v. Goodheart Willcox
- vi. McGraw-Hill
- vii. Nucleus
- viii. Pearson
- ix. Ramsey

b. Out-of-Cycle Computer Science

- i. Pearson – Computer Science
- ii. Pearson – Web Design

Josh Allen made a motion to approve Cengage, CEV, eDynamic, Goodheart, McGraw, Nucleus, and Pearson in the area of Personal Financial Literacy, and pull out both Ramsey and Decker and Associates for individual consideration. Jillian Anderson seconded the motion. The vote was called. Yes – 11 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. Abstained – 1 – Michael Bellew. The motion passed.

Jay Rotert made a motion to approve Decker and Associates with a rating of Approaching Quality. Holly Helm seconded the motion. The vote was called. Yes – 10 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, and Chair designee Sharon Morgan. No – 2 – Michael Bellew, Stefanie Wittwer. The motion passed.

Jay Rotert made a motion to accept the rating of Approaching Quality for Ramsey Education. Allison Kidney seconded the motion. Yes – 11 – Jay Rotert, Zena Lewis, Lauren Deaton, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. Abstained – 1 – Josh Allen. The motion passed.

Allison Kidney made a motion to accept the Out-of-Cycle Computer Science, both Pearson Computer Science and Computer Web Design to accept these. Stefanie Wittwer seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The next item on the agenda was discussion and action to re-evaluate Teaching Strategies from the 2024 adoption cycle. Josh Allen made a motion to send Teaching Strategies for reevaluation. Jillian Anderson seconded the motion. The vote was called. Yes – 7 – Jay Rotert, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Allison Kidney, Michael Bellew. No – 4 – Zena Lewis, Lauren Deaton, Ashley Leming, Stefanie Wittwer. Abstained – 1 – Chair designee Sharon Morgan. The motion passed.

The next item on the agenda was discussion and action on the proposed 2026-27 Adoption Subject Cycle Calendar for the period for which contracts are entered into for subjects identified. OAC 720:10-1-2. Josh Allen made a motion to approve the Subject Cycle Calendar with knowledge it may need to be changed in the future, depending on the outcome of the Social Studies cycle. Lauren Deaton seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The next item on the agenda was discussion and action of the proposed 2026-27 State Textbook Committee Calendar, which adopts a schedule of events for the next fiscal year. OAC 720:1- 1-2(3) and 1.1.5. Josh Allen made a motion to accept the 2026-27 State Textbook Committee Calendar as presented. Stefanie Wittwer seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

The final item on the agenda was adjournment of the November 14, 2025 STC meeting. Jay Rotert made a motion to adjourn at 11:01 a.m. Allison Kidney seconded the motion. The vote was called. Yes – 12 – Jay Rotert, Zena Lewis, Lauren Deaton, Josh Allen, Jillian Anderson, Holly Helm, Terry Brandenburg, Ashley Leming, Allison Kidney, Michael Bellew, Stefanie Wittwer, and Chair designee Sharon Morgan. No – 0. The motion passed.

# Office of State Superintendent

State of  Oklahoma

*The State Superintendent of Public Instruction  
recognizes and applauds*

## *Allison Kidney*

*as a member of the State Textbook Committee  
March 2023 - March 2026*

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*Sharon Morgan*  
Designated Chair of State Textbook Committee

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*Lindel Fields*  
State Superintendent of Public Instruction

# Office of State Superintendent State of Oklahoma

The Great Seal of the State of Oklahoma, featuring a central five-pointed star with a smaller star in the center, surrounded by a circular border with the text "GREAT SEAL OF THE STATE OF OKLAHOMA" and the year "1907".

*The State Superintendent of Public Instruction  
recognizes and applauds*

## *Terry Brandenburg*

*as a member of the State Textbook Committee  
March 2023 - March 2026*

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*Sharon Morgan*  
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*Lindell Fields*  
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## *Holly Helm*

*as a member of the State Textbook Committee  
March 2023 - March 2026*

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## *Jay Rotert*

*as a member of the State Textbook Committee  
March 2023 - March 2026*

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*Sharon Morgan*  
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*Lindel Fields*  
*State Superintendent of Public Instruction*

# Office of State Superintendent



State of

Oklahoma

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## *Dianne Magnus*

*as a member of the State Textbook Committee  
March 2024 - March 2026*

---

*Sharon Morgan*

*Designated Chair of State Textbook Committee*

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*Lindell Fields*

*State Superintendent of Public Instruction*

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State of  Oklahoma

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## *Michael Bellew*

*as a member of the State Textbook Committee  
March 2024 - March 2026*

---

*Sharon Morgan*  
*Designated Chair of State Textbook Committee*

---

*Lindel Fields*  
*State Superintendent of Public Instruction*

# Voting Card Voting Card

State Textbook Vice Chair

*I would like to vote for . . .*

Josh Allen

Jillian Anderson

Lauren Deaton

Ashley Leming

Zena Lewis

Stefanie Wittwer

State Textbook Vice Chair

*I would like to vote for . . .*

Josh Allen

Jillian Anderson

Lauren Deaton

Ashley Leming

Zena Lewis

Stefanie Wittwer

# Oklahoma State Textbook Committee Meeting

February 6, 2026



# Substitution Submissions



# Purpose of Review

- Materials under review are already state-approved.
- This is not a re-adoption or full re-evaluation.
- The State Textbook Committee reviews only the changes listed in the change log.
- Substitution statute [70 O.S. § 16-107](#), OAC 720:10-5-6

# Scope of the Review

## The committee reviews:

- Changes identified in the publisher's change log
- Whether those changes require **substitution approval**

## The committee does NOT review:

- Original content previously approved
- Any materials not identified as changed

# When Substitution *Is* Needed

Substitution should be considered if a change affects:

- Lesson content or sequence
- Standards alignment claims
- Student or teacher instructional text
- Assessments or assessment items
- Instructional examples or explanations

**Changes that alter instructional meaning or outcomes**

# When Substitution *Is Not* Needed

Substitution is not required for:

- Technical or platform updates
- Navigation or usability improvements
- Accessibility enhancements
- Typos or formatting corrections
- Security or stability updates

No impact on instruction

# Substitution Submissions

## Publishers

- Alfred Music – 2 titles, digital only
- Art of Education – 1 title, digital only
- Bedford, Freeman, and Worth – 4 titles, Social Studies, Math, ELA, print and digital
- Benchmark - PK-5 ELA, print and digital

# Questions over Substitutions?

# Instructional Material Evaluation Rubrics for 2026 Adoption Cycle



# Subject Specific Evaluation Rubrics

The State Textbook Committee, in consultation with the State Department of Education, shall adopt a rubric to be used by the review teams as a means of evaluating textbooks submitted for review.

The rubric shall contain a three-tiered rating system in which the first tier shall be labeled "Exemplifies Quality", the second tier shall be labeled "Approaching Quality", and the third tier shall be labeled "Not Representing Quality".

[70 O.S. § 16-102](#)

# Proposed 2026 Adoption Cycle Rubrics

- Science PK-12
- Science Content Reading PK-5
- PE PK-12
- Health PK-12
- Vocational Education

# Tiered Evaluation Process



## High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING  
VOCATIONAL EDUCATION Publisher - \_\_\_\_\_

Oklahoma State Department of Education | 2026

## Evidence Comments

Criterion 1.1 Alignment and Accuracy			
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 2 4 — / 4	
1b. Materials reflect authentic, real-world applications and industry practices.	Do the materials connect learning to real-world tasks and work expectations?	0 1 2 — / 2	
	Do the materials support methods and learning environments?	0 1 2 — / 2	
1.1 Summary			
Criterion 1.1 Summary			
	Subtotal	Rating Levels	Rating
		Exemplifies Quality: 7-8 Approaching Quality: 5-6	
		— / 8	

## Indicators & Guiding Questions

Criterion 1.1 Alignment and Accuracy		The materials support student understanding of knowledge, skills, and real-world applications of the subject.	
Indicators	Guiding/Key Questions	Score	
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 2 4 — / 4	
1b. Materials reflect authentic, real-world applications and industry practices.	Do the materials connect learning to real-world tasks and work expectations?	0 1 2 — / 2	

Indicators narrow the evaluation focus, guiding the reviewer to collect specific types of evidence to support ratings.

Guiding questions provide further clarification to support accurate scoring.

## Gateways & Criterion



### Gateway 1 Overview

#### Criterion 1.1: Alignment and Accuracy

The materials support student understanding of relevant standards and accurately reflect the knowledge, skills, and real-world applications of the subject.

#### Criterion 1.2: Coherence

The materials present concepts and skills in a logical sequence, building understanding and connecting concepts.

**Criterion:** Represent a group of indicators with a singular focus.

**Gateways:** Prioritize the evaluation sequence.

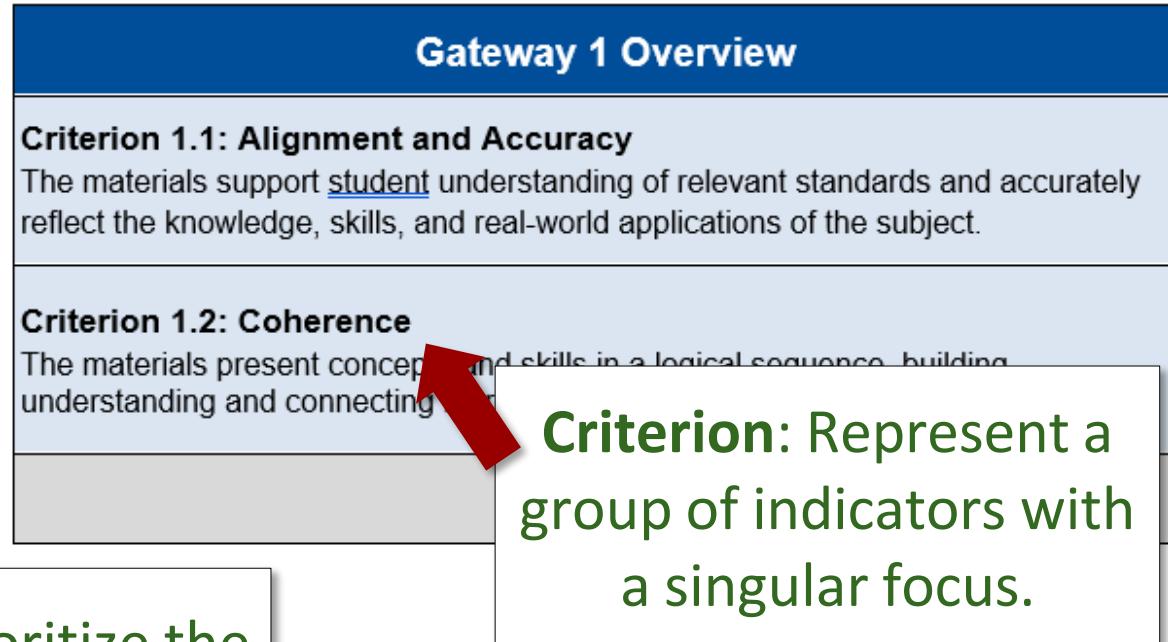
## Gateway Score & Summary

A **Gateway** is rated as Not Representing, Approaching, or Exemplifies Quality.

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
16	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Does Not Represent Quality: 0-8	— / 16	
Gateway 1 Comments			

A summary of the criterion comments is provided here.

# Gateways & Criterion



# Indicators & Guiding Questions

Criterion 1.1 Alignment and Accuracy	The materials support <u>student</u> understanding of knowledge, skills, and real-world applications of the content.		
Indicators	Guiding/Key Questions	Score	
*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 2 4 — / 4	
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	

**Indicators** narrow the evaluation focus, guiding the reviewer to collect specific types of evidence to support ratings.

**Guiding questions** provide further clarification to support accurate scoring.

# Evidence Comments

<b>Criterion 1.1</b> <b>Alignment and Accuracy</b>			
Indicators	Guiding/Key Questions	Score	Comments
*1a. Materials build knowledge and skills that align with relevant standards.			
1b. Materials reflect authentic, real-world applications and industry practices.			
1c. Materials incorporate varied instructional approaches, including discussions, modeling, projects, hands-on activities.			
<b>Evidence is collected and cited from instructional material samples for justification.</b>			
Criterion 1.1 Summary		Subtotal	Rating Levels
		__ / 8	<u>Exemplifies</u> Quality: 7-8 <u>Approaching</u> Quality: 5-6

# Gateway Score & Summary

A **Gateway** is rated as Not Representing, Approaching, or Exemplifies Quality.

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
16	<u>Exemplifies Quality: 13-16</u> <u>Approaching Quality: 9-12</u> <u>Does Not Represent Quality: 0-8</u>	___ / 16	
<b>Gateway 1 Comments</b>			

A **summary** of the criterion comments is provided here.

# Gateway Rating

Is the gateway rating *Exemplifies Quality* or *Approaching Quality*?

**YES:** Continue to the next gateway.

**NO:** The review stops.

# Gateway 4

## Statutory and Regulatory Fidelity Indicators

- **Indicator 1:** Oklahoma statute 70 O.S. § 24-157
- **Indicator 2:** Oklahoma Administrative Code 720:10-5-3

**These questions are scored as yes or no.**

Gateway 4 Overview	Guiding Question	Available Points
<p><b>Criterion 4.1:</b> 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?	<b>YES / NO</b>
<p><b>Criterion 4.2:</b> 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?	<b>YES / NO</b>

# Questions?

# Presentation of Content Expert Review Team Application for 2026



# Application Process

The State Department of Education, in coordination with the State Textbook Committee, shall approve an application process to assemble annually one or more review teams, comprised of subject-matter experts, for each subject area under review, to assist the Committee in reviewing textbooks and instructional materials.

70 O.S. § 16-102

# Application Questions

## Three Areas of Questions

- Introductory Questions
- Educator Experience
- Scheduling Availability – this will not affect their application

# Next Steps

- An application for content-expert reviewers will be posted by **March 2026**.
- Once teams are established, members will complete an OSDE Connect training course by **May 2026**.
- Content Review Teams will **participate in training in June 2026 on the subject area rubrics** they will use to conduct evaluations.
- Content Review Teams will conduct evaluations of bid materials from **August to October**.

# Questions over Rubrics and Application?

# Oklahoma State Textbook Committee Meeting





# Bid for Substitutions

If a publisher releases a new or updated textbook edition before a subject area adoption period ends, the State Textbook Committee can adopt the new edition at a mutually agreed price, not higher than the lowest price offered elsewhere in the U.S. in the past year. The publisher must agree to this as part of their bid. The State Textbook Committee may adopt the new textbook for the remaining subject area adoption period.

[70 O.S. § 16-107](#)

## Substitution

Substitutions must follow the Oklahoma Administrative Code 720:10-5-6 in addition to [70 O.S. § 16-107](#):

- (a) Publishers' letters of intent to substitute must specify the book or series being substituted, the one being replaced, and the state contract number being modified. Changes to the letter are only accepted in writing until the submission deadline.
- (b) Substitutions are allowed if the new textbook or materials are of equal or better quality and not so different that they cannot be used alongside the old edition. Substitution is also allowed if the old edition has not been sold in large classroom quantities in the state.
- (c) No substitutions or out-of-cycle adoptions will be accepted during the last year of the contract period.

## Publishers

- Alfred Music – 2 titles, digital only
- Art of Education – 1 title, digital only
- Bedford, Freeman, and Worth – 4 titles, Social Studies, Math, ELA, print and digital
- Benchmark - PK-5 ELA, print and digital

## Alfred Music

- Sound Innovations for Concert Band Book 1, 1<sup>st</sup> Edition (2010) to 2<sup>nd</sup> Edition (2026)
- Sound Innovation for String Orchestra, Book 1, 1<sup>st</sup> Edition (2010) to 2<sup>nd</sup> Edition (2026)

## Art of Education

- FLEX Curriculum – digital platform has been enhanced
  - Curricula accumulation as a feature
  - Course Description
  - Division of course content into learning units
  - Unit description and relevant Student Learning Objectives

# **Bedford, Freeman and Worth Publishing Company LLC**

## **Benchmark**

- Benchmark Advance Kindergarten – Grade 5
  - All Teacher Resources
  - Grade K,1,2 Decodable Texts
  - Grade K and 1 My Reading and Writing Student Consumables
  - Grade K and Knowledge Building Topic Libraries
  - My Word Study
  - Handwriting Resources
  - Phonics Tools
  - Small Group Intervention



# High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING

SCIENCE      Publisher - \_\_\_\_\_

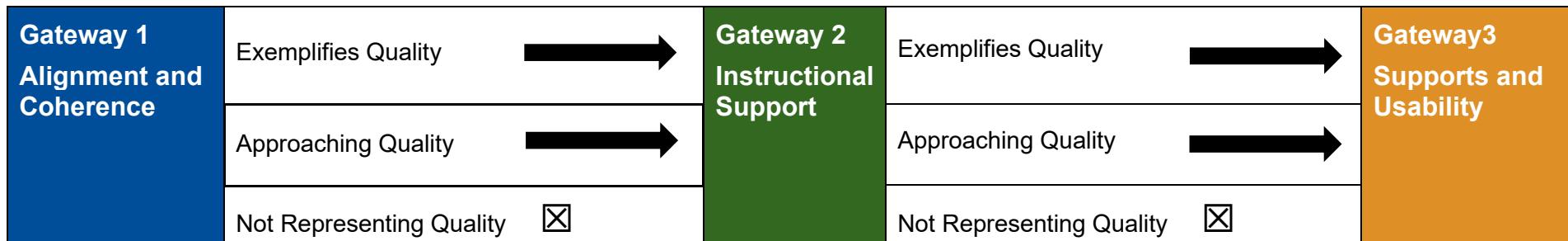


# Oklahoma Instructional Materials Evaluation Rubric

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).



<b>Title of Material</b>		<b>Grade(s) Evaluated</b>	
<b>Publisher</b>		<b>Reviewer</b>	

## 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	
<b>Overall Rating</b> <b>Exemplifies Quality:</b> All Gateways Exemplifies Quality. <b>Approaching Quality:</b> All Gateways Approaching Quality or Better. <b>Not Representing Quality:</b> Any Gateway is Below Approaching Quality.		<b>Total Score</b> ___ / 70	<b>Final Rating</b>

## 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
<b>Criterion 1.1: Alignment and Accuracy</b> 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.	<b>1a – 1e</b>	<b>14</b>
<b>Criterion 1.2: Coherence</b> 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.	<b>1f – 1j</b>	<b>14</b>
<b>Total Points</b>		<b>28</b>

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

<b>Criterion 1.2 Coherence</b>	Materials reflect the three-dimensional structure of the Oklahoma Academic Standards for Science (OAS-S), <u>supporting coherence</u> 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	
<b>*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.</b>	Is the timing for content and skills explicitly identified and reasonable for the course?	0 2 4 —/4		
<b>1g. Materials connect new learning to related topics, linking to prior knowledge and experiences.</b>	Do materials support meaningful connections between new and prior learning?	0 1 2 —/2		
<b>1h. Content is appropriate for the grade level and builds sequentially on students' prior knowledge to develop understanding of science concepts.</b>	Is the content grade-appropriate and structured to build understanding?	0 1 2 —/2		
<b>*1i. Materials engage students with phenomena/problems in multiple ways (including related phenomena), maintaining continuity throughout lessons and grade levels.</b>	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		
<b>1j. Instructional activities incorporate SEPs, DCIs, and CCCs.</b>	Do activities integrate SEPs, DCIs, and CCCs to maintain coherent learning progressions?	0 1 2 —/2		
<b>Criterion 1.2 Summary</b>		Subtotal	Rating Levels	Rating
<b>—/14</b>		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 Approaching Quality: 15 - 21 Does Not Represent Quality: 0 -14	____ / 28	
<b>Gateway 1 Comments</b>			

## 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
<b>Criterion 2.1: Student Learning</b> 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.	<b>2a – 2c</b>	<b>8</b>
<b>Criterion 2.2: Teacher Supports</b> The materials provide resources and guidance to help teachers plan, implement, and deepen their understanding of the curriculum effectively.	<b>2d – 2g</b>	<b>8</b>
<b>Criterion 2.3: Assessment</b> Materials provide opportunities to gather information on student learning, monitor progress, and evaluate understanding across a range of skills and knowledge levels.	<b>2h – 2k</b>	<b>8</b>
<b>Total Points</b>		<b>24</b>

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

<b>Criterion 2.2 Teacher Supports</b>		The materials provide resources and guidance to help teachers plan, implement, and deepen their understanding of the curriculum effectively.		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>2d. Materials include features such as glossaries, footnotes, recordings, and pictures that help teachers use the materials effectively, regardless of their prior content knowledge.</b>	Do the materials include features that aid teachers (and students) in using them effectively	0 1 2 — / 2		
<b>2e. Materials provide overview sections, annotations, and suggestions that assist teachers in presenting the student materials accurately.</b>	Are there overview sections and annotations provided that contain narrative information to help teachers present the content?	0 1 2 — / 2		
<b>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.</b>	Is there clear documentation that provides estimated instructional time for lessons, chapters, and units?	0 1 2 — / 2		
<b>2g. Materials provide a comprehensive list of items needed for investigations, activities, and lessons, including consumables, non-consumables, and kits.</b>	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		
<b>Criterion 2.2 Summary</b>		<b>Subtotal</b>	<b>Rating Levels</b>	<b>Rating</b>
<b>— / 8</b>		Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4		

<b>Criterion 2.3 Assessment</b>	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	
<b>2h. Materials provide strategies for gathering information on students' prior knowledge and skills across grade levels.</b>	Do the materials provide strategies for gathering information on students' prior knowledge and skills?	0 1 2 — / 2		
<b>2i. Assessment materials include embedded tasks that accommodate and reflect a range of knowledge and skill levels.</b>	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		
<b>2j. Materials embed diverse formative assessment models, such as performance tasks, projects, and self-assessments, aligned to evaluate learning targets.</b>	Do the materials include multiple types of formative assessments?	0 1 2 — / 2		
<b>2k. Varied models of summative assessments, including performance-based tasks, questions, and projects, are embedded into the content materials to assess the learning targets.</b>	Do the materials include multiple types of summative assessments?	0 1 2 — / 2		
<b>Criterion 2.3 Summary</b>		Subtotal	Rating Levels	Rating
<b>— / 8</b>		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 Approaching Quality: 12 - 18 Does Not Represent Quality: 0 - 12	/ 24	
<b>Gateway 2 Comments</b>			

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

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

<b>Criterion 3.2</b> <b>Technology</b>		<b>Materials integrate digital technology and interactive tools, when appropriate, to enhance student engagement and support learning.</b>		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>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</b>	Do materials promote individualized learning experiences that are aligned with content goals and the three dimensions of science?	0 1 2 — / 2		
<b>3f. Interactive materials are purposeful, directly related to learning, and designed to support engagement in content and practices.</b>	Is the interactive material directly related to learning and intentionally supports student engagement with the three dimensions of science?	0 1 2 — / 2		
<b>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.</b>	Is evidence of privacy and data security compliance clearly visible and accessible to educators?	0 1 2 — / 2		
<b>3h. Materials provide clear guidance for implementation and student use of embedded technology tools that are dependable, intuitive, and easily integrated into instruction.</b>	Do the materials support both teacher and student use of embedded technology tools through clear, practical implementation guidance?	0 1 2 — / 2		
<b>Criterion 3.2 Summary</b>		<b>Subtotal</b>	<b>Rating Levels</b>	<b>Rating</b>
		— / 8	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
<b>18</b>	Exemplifies Quality: 14 – 18 Approaching Quality: 10 – 13 Does Not Represent Quality: 0 – 9	<b>_ / 18</b>	
<b>Gateway 3 Comments</b>			

## 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><b>Criterion 4.1:</b> 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?	<b>YES / NO</b>
<p><b>Criterion 4.2:</b> 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?	<b>YES / NO</b>



# High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING  
VOCATIONAL EDUCATION

Publisher - \_\_\_\_\_

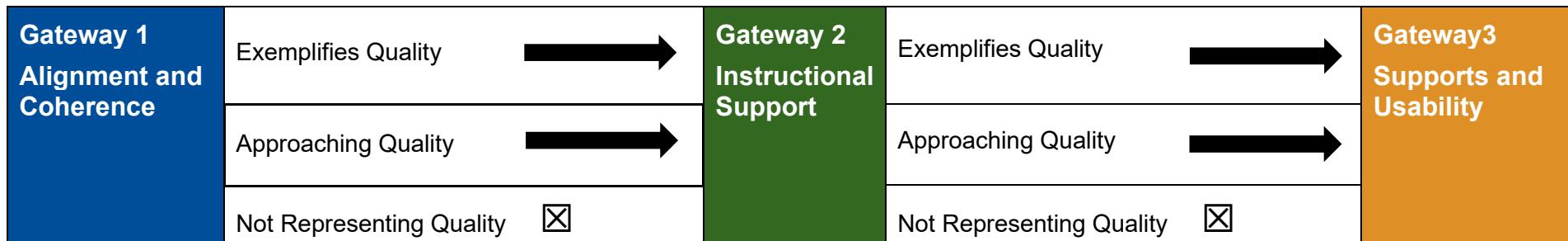


# Oklahoma Instructional Materials Evaluation Rubric

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	
<b>Overall Rating</b> <b>Exemplifies Quality:</b> All Gateways Exemplifies Quality. <b>Approaching Quality:</b> All Gateways Approaching Quality or Better. <b>Not Representing Quality:</b> Any Gateway is Below Approaching Quality.		<b>Total Score</b> ___ / 54	<b>Final Rating</b>

## 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
<b>Criterion 1.1: Alignment and Accuracy</b> 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
<b>Criterion 1.2: Coherence</b> The materials present concepts and skills in a logical sequence, building understanding and connecting learning across the program of study.	1e – 1g	6
<b>Total Points</b>		14

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

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

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	
<b>Gateway 1 Comments</b>			

## 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
<b>Criterion 2.1: Student Learning</b> Materials identify ways to engage all students in active participation and mastery of grade-level or program-specific content and skills.	<b>2a – 2d</b>	<b>10</b>
<b>Criterion 2.2: Teacher Support</b> Materials provide resources to help teachers plan, implement, and adapt instruction effectively while supporting ongoing professional growth.	<b>2e – 2h</b>	<b>8</b>
<b>Criterion 2.3: Assessment</b> Materials include tools, guidance, and support to help teachers collect, analyze, and act on student data, enabling them to monitor progress and proficiency.	<b>2i – 2l</b>	<b>8</b>
<b>Total Points</b>		<b>26</b>

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

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

<b>Criterion 2.3 Assessment</b>	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	
<b>2i. Materials provide strategies to assess students' prior knowledge and skills.</b>	Do materials provide ways to gather information on what students already know and can do?	0 1 2 — / 2		
<b>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.</b>	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		
<b>2k. Materials provide varied summative assessments aligned to learning targets, including performance-based assessments, industry-relevant projects, or workplace simulations to evaluate student mastery.</b>	Do the materials include summative assessments that evaluate student mastery through work-based or real-world tasks?	0 1 2 — / 2		
<b>2l. Materials include support, adaptations, or alternative assessment methods to ensure all learners can demonstrate their knowledge and skills.</b>	Do the materials provide support or alternative assessment options so all learners can demonstrate their knowledge and skills?	0 1 2 — / 2		
<b>Criterion 2.3 Summary</b>		Subtotal	Rating Levels	Rating
<b>— / 8</b>		<b>Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4</b>		

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	
<b>Gateway 2 Comments</b>			

## 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
<b>Criterion 3.1: Access</b> Materials are accessible to all learners, providing clear pathways for engagement and supporting a range of needs and abilities.	3a-3c	6
<b>Criterion 3.2: Technology</b> Materials integrate physical and digital resources, including program-specific equipment and interactive tools, to enhance instruction, engagement, and learning.	3d-3g	8
<b>Total Points</b>		14

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

<b>Criterion 3.2</b> <b>Technology</b>		<b>Materials integrate physical and digital resources, including program-specific equipment and interactive tools, to enhance instruction, engagement, and learning.</b>		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>3d. Materials adapt to student input or provide flexibility to support individualized learning.</b>	Do materials allow all students to engage in personalized learning experiences?	0 1 2 — / 2		
<b>3e. Interactive elements are meaningful and aligned with learning goals.</b>	Is interactivity directly tied to learning objectives?	0 1 2 — / 2		
<b>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).</b>	Do materials include safeguards and instructions to protect student data in compliance with federal and state requirements?	0 1 2 — / 2		
<b>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.</b>	Do the materials help teachers teach students to use digital and physical tools, including industry-specific equipment?	0 1 2 — / 2		
<b>Criterion 3.2 Summary</b>		<b>Subtotal</b> — / 8	<b>Rating Levels</b> Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Represent Quality: 0-4	<b>Rating</b>

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
<b>16</b>	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Does Not Represent Quality: 0-8	<b>_ / 16</b>	
<b>Gateway 3 Comments</b>			

## 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><b>Criterion 4.1:</b> 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?	<b>YES / NO</b>
<p><b>Criterion 4.2:</b> 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?	<b>YES / NO</b>



# High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING

Physical Education

Publisher - \_\_\_\_\_

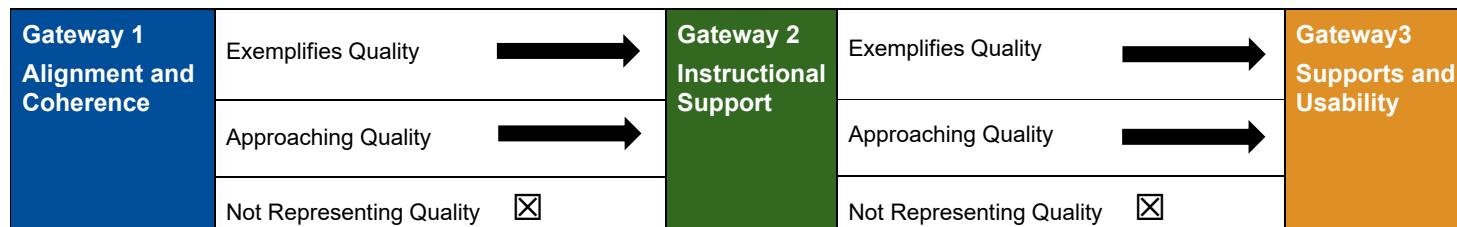


## Oklahoma Instructional Materials Evaluation Rubric

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	_ / 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		Total Score	Final Rating
Exemplifies Quality: All Gateways Exemplifies Quality. Approaching Quality: All Gateways Approaching Quality or Better. Not Representing Quality: Any Gateway is Below Approaching Quality.		_ / 62	

## 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
<b>Criterion 1.1: Alignment and Accuracy</b> The materials align to the Oklahoma Academic Standards for Physical Education and support student learning at the grade or course level.	1a – 1f	14
<b>Criterion 1.2: Coherence</b> The materials are well-organized and purposefully designed to support learning for all learners.	1g- 1j	10
<b>Total Points</b>		<b>24</b>

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

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

<b>Criterion 1.2</b> <b>Coherence</b>		The materials are well-organized and purposefully designed to support learning for all learners.		
Indicators	Guiding/Key Questions	Score	Comments	
<b>1g. Materials form a coherent, planned, and developmentally appropriate learning progression.</b>	Do the materials support skill progression across grade bands? Do the materials make connections to prior learning and experiences?	0 2 4 ___ / 4		
<b>1h. Instructional sequence consistently provides multiple opportunities and adequate time for student learning.</b>	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		
<b>1i. Materials provide opportunities for cross-curricular connections within and between grade bands.</b>	Do the materials allow for cross-curricular connections in practice opportunities or activities?	0 1 2 ___ / 2		
<b>1j. Materials provide opportunities for students to reflect upon learning.</b>	Do materials support and guide student reflection?	0 1 2 ___ / 2		
<b>Criterion 1.2 Summary</b>		Subtotal	Rating Levels	Rating
<b>___ / 10</b>		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
<b>24</b>	Exemplifies Quality: 19-24 Approaching Quality: 13-18 Does Not Represent Quality: 0-12	___ / 24	
<b>Gateway 1 Comments</b>			

## 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
<b>Criterion 2.1: Student Learning</b> 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.	<b>2a – 2d</b>	<b>10</b>
<b>Criterion 2.2: Teacher Support and Supplemental Material</b> The materials include resources for teachers to plan and implement materials with integrity effectively and to develop their professional learning further.	<b>2e – 2i</b>	<b>10</b>
<b>Criterion 2.3: Assessment</b> The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress toward content and skill proficiency.	<b>2k – 2l</b>	<b>8</b>
<b>Total Points</b>		<b>26</b>

<b>Criterion 2.1</b> <b>Student Learning</b>			
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>
<b>*2a. Materials provide appropriate level and type of scaffolding, differentiation (higher &amp; lower levels of complexity), intervention, and support for a broad range of learners.</b>	<p>Do materials provide differentiation supports to sufficiently engage students in grade band or course-level content?</p> <p>Do the materials provide comprehensive guidance on strategies and accommodations for all the needs of students?</p>	0 2 4 _ / 4	
<b>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.</b>	<p>Do materials provide appropriate support and accommodations for English Learner (EL) students to actively participate in learning grade-level or course-level physical 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>	0 1 2 _ / 2	
<b>2c. Materials provide varied approaches to learning tasks over time and opportunities for teachers to use a variety of grouping strategies.</b>	<p>Do the materials provide opportunities for students to explore, practice, question, investigate, 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>	0 1 2 _ / 2	
<b>2d. Materials provide varied approaches and opportunities for connecting students' families and communities.</b>	Do the materials provide guidance to the teacher on how to connect learning with families and communities?	0 1 2 _ / 2	

<b>Criterion 2.1 Summary</b>	<b>Subtotal</b>	<b>Rating Levels</b>	<b>Rating</b>
	<u>  </u> / 10	Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Represent Quality: 0-5	

<b>Criterion 2.2</b> <b>Teacher Supports and Supplemental Materials</b>		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	
<b>2e. Materials and resources are educational and accessible for teachers with differing levels of content knowledge.</b>	Do the materials include features (glossaries, footnotes, recordings, pictures, cues, etc.) that aid teachers (and students) in effectively using them?	0 1 2 — / 2		
<b>2f. Materials contain teacher support for presenting the content with ample and useful annotations and suggestions.</b>	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		
<b>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.</b>	Is there clear documentation that provides estimated instructional time for lessons/chapters/units/topics?	0 1 2 — / 2		
<b>2h. Materials provide a comprehensive list of all supplies needed to support instructional activities.</b>	Do the materials offer a detailed and comprehensive inventory of all necessary supplies required to facilitate instructional activities effectively?	0 1 2 — / 2		
<b>2i. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.</b>	Do the materials recommend curriculum-based professional learning to enhance teacher content knowledge and pedagogy?	0 1 2 — / 2		
<b>Criterion 2.2 Summary</b>		Subtotal	Rating Levels	Rating
<b>— / 10</b>		Exemplifies Quality: 8-10 Approaching Quality: 6-7 Not Represent Quality: 0-5		

<b>Criterion 2.3 Assessment</b>		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	
<b>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.</b>	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		
<b>2j. Assessments include opportunities for students to demonstrate the full intent of grade band or course-level standards across the series.</b>	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		
<b>2k. Materials embed formative assessment models (e.g., performance tasks, projects, and self-assessments) aligned to evaluate learning targets.</b>	Do the materials include multiple types of formative assessments?	0 1 2 —/2		
<b>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.</b>	Do the materials include multiple types of summative assessments?	0 1 2 —/2		
<b>Criterion 2.3 Summary</b>		Subtotal	Rating Levels	Rating
<u>      </u> / 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
<b>26</b>	Exemplifies Quality: 19-26 Approaching Quality: 14-19 Does Not Represent Quality: 0-13	<b>/ 26</b>	
<b>Gateway 2 Comments</b>			

## 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
<b>Criterion 3.1: Access and Technology</b> Materials, digitally and physically, are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.	3a-3e	<b>12</b>
<b>Total Points</b>		<b>12</b>

<b>Criterion 3.1</b> <b>Access</b>		<b>Materials, digitally and physically, are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.</b>		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>*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.</b>	Does it provide digital and/or physical technology and interactive resources?  Are videos, virtual, and/or physical manipulatives included?	0 2 4 —/4		
<b>3b. The visual design (whether in print or digital) supports students in engaging with the subject and is not distracting or chaotic.</b>	Does the visual design in print or digital support student learning and engagement without being visually distracting?	0 1 2 —/2		
<b>3c. Materials provide teacher guidance for using embedded technology to support and enhance student learning when applicable.</b>	Do the materials guide teachers using technology to support and enhance student learning?	0 1 2 —/2		
<b>3d. Interactive material is purposeful and directly related to learning.</b>	Is the interactive material directly related to learning?	0 1 2 —/2		
<b>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.</b>	Do materials provide privacy and data security protocols for usage, when applicable?	0 1 2 —/2		
<b>Criterion 3.1 Summary</b>		<b>Subtotal</b>	<b>Rating Levels</b>	<b>Rating</b>
<b>— / 12</b>		<b>Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Represent Quality: 0-6</b>		

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

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

## 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><b>Criterion 4.1:</b> 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?	<b>YES / NO</b>
<p><b>Criterion 4.2:</b> 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?	<b>YES / NO</b>



# High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING

Health 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).

Gateway 1 Alignment and Coherence	Exemplifies Quality	→	Gateway 2 Instructional Support	Exemplifies Quality	→	Gateway 3 Support and Usability
	Approaching Quality	→		Approaching Quality	→ <th data-kind="ghost"></th>	
	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	
<b>Overall Rating</b> <b>Exemplifies Quality:</b> All Gateways Exemplifies Quality. <b>Approaching Quality:</b> All Gateways Approaching Quality or Better. <b>Not Representing Quality:</b> Any Gateway is Below Approaching Quality.		<b>Total Score</b> ___ / 64	<b>Final Rating</b>

## 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
<b>Criterion 1.1: Alignment and Accuracy</b> The materials align with the Oklahoma Academic Standards for Health Education and support student learning at the grade or course level.	<b>1a – 1f</b>	<b>14</b>
<b>Criterion 1.2: Coherence</b> The materials are well-organized and purposefully designed to support learning for all learners.	<b>1g- 1j</b>	<b>10</b>
<b>Total Points</b>		<b>24</b>

<b>Criterion 1.1 Alignment and Accuracy</b>		The materials align with the Oklahoma Academic Standards for Health and support students learning at the grade or course level.		
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>*1a. Materials, when used as designed, support engaging students in the Oklahoma Academic Standards for Health Education and objectives throughout the grade bands.</b>	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		
<b>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.</b>	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		
<b>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.</b>	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		
<b>1d. Materials include activities that develop health skills to maintain healthy behaviors or address unhealthy behaviors.</b>	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		
<b>1e. Materials include content and activities that enable students to develop responsible, personal, and social behavior that respects self and others.</b>	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?		
<b>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.</b>	<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>	0   1   2 - / 2	
<b>Criterion 1.1 Summary</b>		<b>Subtotal</b> - / 14	<b>Rating Levels</b> <b>Exemplifies Quality:</b> 11-14 <b>Approaching Quality:</b> 8 -10 <b>Not Represent Quality:</b> 0-7

<b>Criterion 1.2 Coherence</b>		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		
<b>Criterion 1.2 Summary</b>		Subtotal	Rating Levels	Rating
<b>—/ 10</b>		<b>Exemplifies Quality:</b> 8-10 <b>Approaching Quality:</b> 6-7 <b>Not Represent Quality:</b> 0-5		

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
24	Exemplifies Quality: 19-24 Approaching Quality: 15-18 Does Not Represent Quality: 0-14	___ / 24	
<b>Gateway 1 Comments</b>			

## 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
<b>Criterion 2.1: Student Learning</b> 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.	<b>2a – 2c</b>	<b>8</b>
<b>Criterion 2.2: Teacher Support and Supplemental Material</b> The materials include resources for teachers to plan and implement materials with integrity effectively and to further develop their professional learning.	<b>2d – 2h</b>	<b>10</b>
<b>Criterion 2.3: Assessment</b> The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress toward content and skill proficiency.	<b>2i – 2l</b>	<b>8</b>
<b>Total Points</b>		<b>26</b>

<b>Criterion 2.1 Student Learning</b>	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
<b>*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.</b>	<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>	0 2 4 — / 4	
<b>*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.</b>	<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>	0 1 2 — / 2	
<b>*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.</b>	<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>	0 1 2 — / 2	
<b>Criterion 2.1 Summary</b>		<b>Subtotal</b>	<b>Rating Levels</b>
<b>— / 8</b>		<b>Exemplifies Quality: 7-8</b> <b>Approaching Quality: 5-6</b> <b>Not Represent Quality: 0-4</b>	

<b>Criterion 2.2</b> <b>Teacher Supports and Supplemental Materials</b>		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	
<b>2d. Materials and resources are educational and accessible for teachers with differing levels of content knowledge.</b>	Do the materials include features (glossaries, footnotes, recordings, pictures, etc.) that aid teachers (and students) in effectively using them?	0 1 2 — / 2		
<b>2e. Materials contain teacher support for presenting the content with ample and useful annotations and suggestions.</b>	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		
<b>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.</b>	Is there clear documentation that provides estimated instructional time for lessons/chapters/units/topics?	0 1 2 — / 2		
<b>2g. Materials provide a comprehensive list of all supplies needed to support instructional activities.</b>	Do the materials provide a comprehensive inventory of all necessary supplies to facilitate instructional activities effectively?	0 1 2 — / 2		
<b>2h. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.</b>	Do the materials recommend curriculum-based professional learning to enhance both teacher content knowledge and pedagogy?	0 1 2 — / 2		
<b>Criterion 2.2 Summary</b>		<b>Subtotal</b>	<b>Rating Levels</b>	<b>Rating</b>
<b>— / 10</b>		<b>Exemplifies Quality:</b> 8-10 <b>Approaching Quality:</b> 6-7 <b>Not Represent Quality:</b> 0-5		

<b>Criterion 2.3 Assessment</b>	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		
<b>Criterion 2.3 Summary</b>		Subtotal	Rating Levels	Rating
<u>— / 8</u>			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	
<b>Gateway 2 Comments</b>			

## 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
<b>Criterion 3.1: Access</b> Materials are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.	3a-3d	8
<b>Criterion 3.2: Technology</b> Materials integrate digital technology and interactive tools, when appropriate, to support student engagement and enhance learning.	3e-3g	6
<b>Total Points</b>		<b>14</b>

<b>Criterion 3.1 Access</b>	<b>Materials are easily accessible to all learners, offering clear pathways for engagement and supporting diverse needs and abilities.</b>			
<b>Indicators</b>	<b>Guiding/Key Questions</b>	<b>Score</b>	<b>Comments</b>	
<b>*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.</b>	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		
<b>3b. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.</b>	Does the visual design support student learning and engagement without being visually distracting?	0 1 2 — / 2		
<b>3c. Materials provide teacher guidance for using embedded technology to support and enhance student learning when applicable.</b>	Do the materials guide teachers in using embedded technology to support and enhance student learning?	0 1 2 — / 2		
<b>Criterion 3.1 Summary</b>		<b>Subtotal</b>	<b>Rating Levels</b> Exemplifies Quality: 7-8 Approaching Quality: 5-7 Not Represent Quality: 0-4	<b>Rating</b>
— / 8				

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

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

## 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><b>Criterion 4.1:</b> 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?	<b>YES / NO</b>
<p><b>Criterion 4.2:</b> 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?	<b>YES / NO</b>



# 2026 Content Review Application copy

Due to Oklahoma's unique situation following the Oklahoma State Supreme Court's ruling, the subject areas for the upcoming instructional materials review cycle may change. The cycle will include **either Science and Social Studies or Science, Physical Education, Health, and Vocational Education**. The final determination will not be made until after the State Board of Education meeting on **March 26th**. As a result, one group of applicants may ultimately not be needed for this cycle; however, all applications will be retained on file for consideration in the following review cycle.

This application assists with selecting content experts for instructional material review teams that support the Oklahoma State Textbook Committee's instructional materials review process. **Applications are due by 5:00 PM on Friday, April 8th**. For information about the review process and expectations for those selected to serve as content experts, please visit:

<https://oklahoma.gov/education/services/hqim/hqim-content-review-team.html>

Selected applicants will be expected to participate in the following:

- Overview and Professional Development on the Instructional Materials Review Process: One day in June 2026
- Twice-Monthly Virtual Consensus Meetings: August–October 2026

Selected applicants will also have the option to attend Publisher Presentations scheduled for July 7–10, 2025.

For questions, please contact **Carolynn Bristow, Project Manager of Educational Materials**, at [carolynn.brustow@sde.ok.gov](mailto:carolynn.brustow@sde.ok.gov)

 [Carolynn.Bristow@sde.ok.gov](mailto:Carolynn.Bristow@sde.ok.gov) [Switch account](#)

First Name \*

Middle Initial \*

Last Name \*

School District

School Email Address

Phone Number (Area Code - XXX - XXXX) \*

Personal Email Address \*

Home Mailing Address \*

City \*

ZIP Code of Home Mailing

\*

Address

Content Area Selection \*

- Social Studies Content Reading PK-5th
- Social Studies PK-2nd
- Social Studies 3rd - 5th
- Social Studies 6th - 8th
- Social Studies 9th - 12th
- Science Content Reading PK-5th
- Science PK-2nd
- Science 3rd - 5th
- Science 6th - 8th
- Science 9th - 12th
- PE - Elementary
- PE - Secondary
- Vocational Education
- Health - Elementary
- Health - Secondary

Please select the highest level of education completed.\*

Professional Certifications\*

Please select how many years of experience you have in the selected content area.\*

Please describe your current, or most recent, role in this content-area.\*

Describe any qualifications (past experiences, academic background, professional organizations, etc.) you possess that make you well-qualified to serve on the instructional material content-review team. \*



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# 2026 HQIM Content Review

## Team Member Application Questions

[70 O.S. § 16-102 \(E\)](#) requires the OSDE, in coordination with the STC, to approve an application process to annually select review teams of subject matter experts for each subject area under review to assist the Committee. Team members must have specific expertise in the subject area being reviewed and must consist of at least 12 members.

The following questions are presented to the STC for approval to recruit teachers for instructional material review. (All required questions have a red star at the end of the question.)

### Introductory Questions

These application questions are in place to collect the necessary contact information.

- Full legal name
- School district
- School email address
- Primary phone number
- Personal email address
- Mailing address
- Content Area Selection
- Highest level of education completed

### Educator Experience

These questions are intended to collect information regarding the applicant's general experience as an educator for the respective content areas of the adoption cycle. Content-specific questions are viewable by the applicant in their selected content area of interest.

- Please list your professional certifications.
- Please select how many years of experience you have in the selected content area.
- Please describe your current or most recent role in the selected content area.
- Describe any qualifications (past experiences, academic background, professional organizations, etc.) that make you well-qualified to serve on the instructional material content review team.

### Scheduling Availability

Once an applicant is approved and selected for the review team, scheduling availability is asked. Availability does not affect candidacy; it helps plan the final selection and make alternative arrangements as needed.

- Content reviewers attend bi-weekly virtual meetings with their teams. Since reviewers are primarily practicing educators, we do our best to schedule these meetings around your availability. Do you have concerns about the time commitment/working virtually?
- Please describe your availability for an in-person training event in June or July. Your availability will not impact your candidacy; it will help us plan the final selection and make alternative arrangements as needed.
- Employment Status?



# Teaching Strategies

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## Background Information

At the 2023 adoption cycle, Teaching Strategies' four-year-old comprehensive early childhood program received an Approaching Quality rating. Following that review, Teaching Strategies raised concerns regarding the rating and provided evidence indicating that the digital portion of the program had not been accessed by the content review team. After examination by the HQIM Project Manager and the Director of Standards and Learning, it was determined that a reevaluation was warranted based on the evidence presented by the company.

The State Textbook Committee approved a targeted reevaluation. Members of the original early childhood content review team and the OSDE early childhood specialist evaluated the material. The team examined the specific areas identified in the publisher's evidence and completed a focused review of the following rubric indicators:

- Gateway 1.3: 1n, 1r
- Gateway 3.1: 3a, 3b, 3c
- Gateway 3.3: 3g, 3h, 3i, 3k

Updated scores and comments were added to the rubric to reflect full consideration of the program's digital components. As a result of this reevaluation, the program met all expectations required to be rated Exemplifies Quality in every gateway and in the overall rating, with an updated score of 110 out of 114.

## Recommendation

The content review team recommends that the State Textbook Committee change the current rating from Approaching Quality to Exemplifies Quality on the final rubric posted on the Oklahoma State Department of Education website.



# High-Quality Instructional Materials: Early Childhood

OFFICE OF STANDARDS and LEARNING (Updated January 2026)

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PreK

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# Oklahoma Early Childhood Education (Comprehensive) Instructional Materials Evaluation Rubric

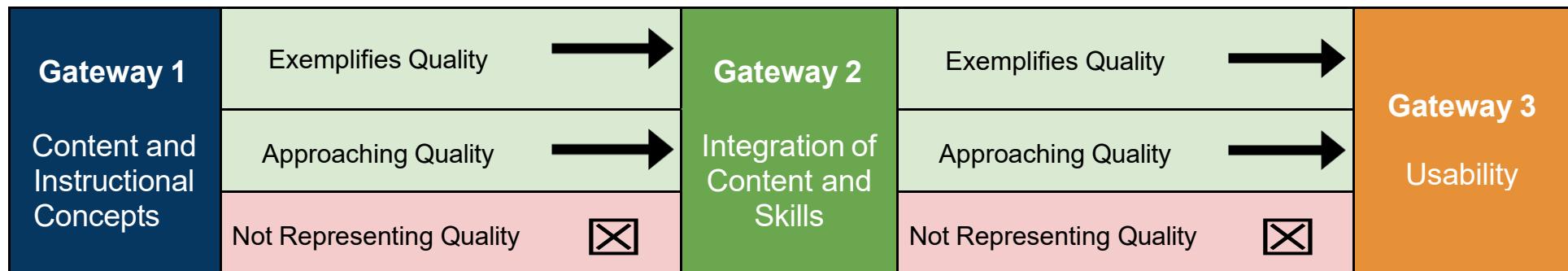
Teaching  
Strategies®



PreK

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 structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards (OAS) and other criteria for high-quality instructional materials. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding 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 observed from the instructional materials themselves, rather than what might be inferred. The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted to move forward with reviewing the next Gateway (→). If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted not to move forward with reviewing the next Gateway (☒).



<b>Titles of Material(s)</b>	Teaching Strategies: PreK	<b>Grade(s) Evaluated</b>	PreK
<b>Publisher</b>	Teaching Strategies	<b>Reviewer</b>	Early Childhood Review Team

\*\* = Additional statement(s).

Key: \* = Priority Indicator. Most essential to a quality program. 2

## Review Summary

Gateway	Criterion	Score	Rating
1  <b>Content and Instructional Concepts</b>	1.1 Communication and Language Development	14 / 14	Exemplifies Quality
	1.2 Emergent Literacy for Reading and Writing	18 / 18	Exemplifies Quality
	1.3 Mathematics	14 / 14	Exemplifies Quality
	1.4 Science, Social Studies, Fine Arts, and Technology Application	12 / 14	Exemplifies Quality
	<b>Gateway 1 Sub-Total</b>	<b>58 / 60</b>	<b>Exemplifies Quality</b>
2  <b>Integration of Content and Skills</b>	2.1 Integration of Content, Skills, and Effective Practices	14 / 14	Exemplifies Quality
	2.2 Health and Wellness Associated Domains	13 / 14	Exemplifies Quality
	<b>Gateway 2 Sub-Total</b>	<b>27 / 28</b>	<b>Exemplifies Quality</b>
3  <b>Usability</b>	3.1 Progress Monitoring	8 / 8	Exemplifies Quality
	3.2 Supports for All Learners	8 / 8	Exemplifies Quality
	3.3 Implementation	9 / 10	Exemplifies Quality
	<b>Gateway 3 Sub-Total</b>	<b>25 / 26</b>	<b>Exemplifies Quality</b>
<b>Overall Rating</b> Exemplifies Quality: All Gateways are Exemplifies Quality Approaching Quality: All Gateways are Approaching Quality or Better Not Representing Quality: Any Gateway is Not Representing Quality		<b>Total Score</b>	<b>Final Rating</b>
		<b>110/114</b>	<b>Exemplifies Quality</b>

## Gateway 1: Content and Instructional Concepts

**The materials include and support content implementation as outlined by the Oklahoma Academic Standards.**

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
<b>1.1: Communication and Language Development</b> Materials must include the development of students' listening, speaking, and vocabulary skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	1a - 1d	14
<b>1.2: Emergent Literacy for Reading and Writing</b> Materials must develop the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.	1e - 1m	18
<b>1.3: Mathematics</b> Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills as indicated in the Oklahoma Academic Standards for Mathematics.	1n - 1r	14
<b>1.4: Science, Social Studies, Fine Arts, and Technology Applications</b> Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as outlined in the Oklahoma Academic Standards.	1s - 1v	14
		60

Criterion 1.1 Communication and Language Development	Materials must include the development of students' listening, speaking, and vocabulary skills, as outlined in the Oklahoma Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments
<b>*1a. Materials provide guidance and model activities for developing students' grade-level listening skills.</b>	<ul style="list-style-type: none"> <li>Do the materials provide teacher guidance on modeling active listening for understanding?</li> <li>Do the materials support students following developmentally-appropriate directions?</li> <li>Do the materials support and scaffold daily opportunities for students to listen for understanding (e.g., visual aids, gestures)?</li> <li>Do the materials provide opportunities for students to hear sounds, appropriate sentence structure, and grammar in a variety of contexts?</li> <li>Do the materials provide opportunities for students to hear conversations that follow conversation norms?</li> </ul>	0   2   4 <b>4 out of 4</b>	<p>This curriculum emphasizes the development of listening skills. The program provides resources for active listening, discussions, and producing sound. Visual aids, detailed instructions, and interactive tools are thoughtfully integrated for teacher guidance and student engagement. Students engage in listening activities accompanied by questions about the text.</p>
<b>*1b. Materials provide teacher guidance and model activities for developing students' grade-level speaking skills.</b>	<ul style="list-style-type: none"> <li>Do the materials provide collaboration opportunities that support student application of effective communication skills to share ideas through speaking?</li> <li>Do the materials provide opportunities for students to practice producing sounds and using developmentally-appropriate sentence structure and grammar in a variety of contexts?</li> <li>Do the materials provide teacher guidance on corrective feedback on students' speech production, sentence structure, and grammar (e.g., modeling, sentence stems)?</li> <li>Do the materials provide teacher guidance on setting up and facilitating activities that allow students to practice the production of a variety of speech sounds, developmentally-appropriate sentence structure, and grammar?</li> </ul>	0   2   4 <b>4 out of 4</b>	<p>Curriculum aims to build language skills by facilitating intentional discussions and collaborative interactions. Communication skills are fostered through collaborative activities like Mighty Minutes and Intentional Teaching Experiences. While some activities require teacher-provided materials, the curriculum supports students in exploring various ways to communicate. Class discussions, daily questions, and engaging activities encourage students to practice sound production and sentence structure. Teacher guidance is offered in the curriculum to extend discussions and facilitate effective communication. The program emphasizes open-ended conversations and social norms, meeting children where they are.</p>

Criterion 1.1 Communication and Language Development	Materials must include the development of students' listening, speaking, and vocabulary skills, as outlined in the Oklahoma Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments
<b>*1c. Materials provide guidance and model activities for developing students' grade-level vocabulary skills.</b>	<ul style="list-style-type: none"> <li>Do the materials follow a progression of vocabulary development that is developmentally and sequentially appropriate for listening, speaking, reading, and writing?</li> <li>Do the materials include a variety of strategies for strategically supporting vocabulary development that is integrated and authentically embedded in content-based learning?</li> <li>Do the materials provide teacher guidance for creating print-rich environments for students to access vocabulary (e.g., interactive word wall)?</li> </ul>	0   2   4 <b>4 out of 4</b>	The Teaching Strategies curriculum integrates theme-related vocabulary words into investigations, supported by photo cards for real-life examples. The curriculum promotes vocabulary growth through songs, conversations, and hands-on experiences. The materials offer explicit vocabulary instruction and guidance on utilization, using various methods such as discussions, songs, and labels.
<b>1d. Materials include research-based strategies and model activities for supporting English Learners (ELs) in their development of English language skills and developmentally appropriate content knowledge.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of strategies for supporting English Learners?</li> <li>Do these strategies include how to use the child's first language as a foundation for learning English?</li> <li>Do the materials provide teacher guidance to develop students' vocabulary in both English and their home language (e.g., supporting native language literacy at home)?</li> </ul>	0   1   2 <b>2 out of 2</b>	The curriculum effectively supports English language learners through various strategies, including listing vocabulary in both English and Spanish, offering multilingual learner guidance, and using visual aids. Some feedback suggests that the curriculum could further enhance support for multilingual learners, particularly in terms of literature selection and day-to-day conversation. While certain materials and guidance are available in both languages, there's room for improvement in incorporating more comprehensive scaffolds for English learners throughout the teacher guides.
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	<b>Exemplifies Quality: 12 - 14</b> <b>Approaching Quality: 8 - 11</b> <b>Not Representing Quality: 0 - 7</b>	<b>14 / 14</b>	<b>Exemplifies Quality</b>

Criterion 1.2 Emergent Literacy for Reading and Writing	Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.		
Indicators	Guiding Questions	Score	Comments
1e. Materials provide opportunities for students to develop oral language skills, through authentic text conversations that build necessary background knowledge.	<ul style="list-style-type: none"> <li>Do the materials provide frequent opportunities for students to listen actively, ask questions, and engage in discussion to understand the information in texts?</li> <li>Do the materials provide a variety of opportunities for students to engage in routine discussions to share information and ideas about the texts and demonstrate reading comprehension?</li> <li>Do the materials provide support and guidance for students to work collaboratively to engage in discussion about texts?</li> </ul>	0   1   2 <b>2 out of 2</b>	The curriculum effectively promotes student engagement in discussions and active listening through read alouds, Mighty Minutes, and Intentional Teaching Experiences. The Question of the Day, shared writing, and collaborative discussions encourage students to connect prior knowledge and engage in meaningful conversations. Teacher guidance supports discussions during before, during, and after read-alouds, fostering comprehension and understanding.
1f. Materials provide direct (explicit) instruction and opportunities for students to practice grade-level phonological awareness skills.	<ul style="list-style-type: none"> <li>Do the materials follow the research-based developmental continuum of how children acquire phonological awareness including student practice of phonological awareness skills both in isolation and connected to alphabetic knowledge skills as outlined by Oklahoma Academic Standards?</li> <li>Do the materials include a variety of types of activities that engage students in recognizing, counting, and manipulating parts of spoken words?</li> </ul>	0   1   2 <b>2 out of 2</b>	Phonological awareness is taught in Read Aloud and Focused Language and Literacy sections. Teacher guidance lacks detail and activities are scattered. Mighty Minutes, alphabet and phonogram cards support these skills. Curriculum aligns with objectives, offering research-based phonological instruction. Hands-on activities like sound sorts and shared writing reinforce skills across investigations.
1g. Materials provide direct (explicit) instruction and opportunities for students to practice grade-level phonics skills.	<ul style="list-style-type: none"> <li>Do the materials follow a research-based, strategic sequence for the introduction of alphabetic knowledge?</li> <li>Do the materials provide teacher guidance on directly introducing, modeling, and using letter names and sounds?</li> <li>Do the materials provide opportunities for students to practice decoding words by applying phonics and word analysis skills in context and isolation?</li> </ul>	0   1   2 <b>2 out of 2</b>	Students engage in grade-level phonics skills throughout lessons. Curriculum follows a research-based alphabetic knowledge sequence, with direct teaching guidance. Curriculum includes components like Mighty Minutes, Phonogram Cards, and Intentional Teaching Experiences for phonics support. It lacks explicit instruction on introducing letter names and sounds.

## Criterion 1.2

### Emergent Literacy for Reading and Writing

Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
<b>1h. Materials provide direct (explicit) instruction in print knowledge and concepts and opportunities for students to practice.</b>	<ul style="list-style-type: none"> <li>Do the materials provide direct (explicit) instruction in print awareness and connect print awareness to books/texts?</li> <li>Do the materials provide opportunities for students to develop an understanding of the everyday functions of print within the student context?</li> <li>Do the materials include a research-based sequence of foundational literacy skills instruction and opportunities for sufficient student practice?</li> <li>Do the materials follow a developmentally appropriate continuum for the development of print awareness knowledge?</li> </ul>	0   1   2 <b>2 out of 2</b>	The Gold Book offers a comprehensive understanding of print awareness concepts for teachers, promoting student engagement with text to learn about the world. The teacher's guide supports schema-building through questions, illustrations, and teacher modeling. Detailed print awareness guidance is available in the Gold guide but locating these activities in daily investigations is challenging. Daily lessons emphasize explicit print awareness instruction. The curriculum encourages learning through play, following children's lead, and using journals and writing prompts.
<b>1i. Materials include a variety of high-quality, developmentally appropriate text types that provide a balanced and accurate portrayal of various demographic and personal characteristics, such as gender, race/ethnicity, geographic location, cultural norms, socioeconomic status, and intellectual and physical abilities.</b>	<ul style="list-style-type: none"> <li>Do the materials include texts at the appropriate level of complexity for students' developmental level?</li> <li>Do the materials include both fiction and nonfiction texts?</li> <li>Do the materials include a variety of types of texts, such as poems, songs, and nursery rhymes?</li> <li>Do the texts include content that is engaging to pre/kindergarten students and includes opportunities for students to interact with the stories, including repeated parts?</li> <li>Do the materials include read-aloud texts that cover a range of student interests and perspectives from a variety of genres?</li> <li>Do the materials include scaffolded supports for all students?</li> </ul>	0   1   2 <b>2 out of 2</b>	The curriculum offers a diverse range of engaging read-aloud books, including both fiction and non-fiction texts, covering various genres. These texts feature multicultural characters and perspectives, providing appropriate content for pre-K students. Scaffolded supports are integrated into the Intentional Teaching Experiences, ensuring accessibility for all learners. The curriculum encourages collaborative discussions around the texts, supported by Book Discussion Cards and teacher guidance. The materials provide a classroom library, songs, and nursery rhymes to foster student interaction with the content, promoting literacy development across various contexts and demographics.

**Criterion 1.2**  
**Emergent Literacy for Reading and Writing**

Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
<b>1j. Materials use a variety of approaches to develop students' ability to apply critical thinking skills to reading.</b>	<ul style="list-style-type: none"> <li>Do the materials include guidance for the teacher to connect reading experiences between-home and school?</li> <li>Do the materials include guidance for the teacher on basic text features and their impact on the understanding of a text?</li> <li>Do the materials provide regular opportunities with teacher guidance to support problem-solving?</li> </ul>	0 1 2 <b>2 out of 2</b>	<p>The curriculum offers diverse avenues for students to engage in critical thinking. The materials systematically support problem-solving and critical thinking. There's a strong emphasis on developing connections between prior knowledge and lessons through questions of the day, facilitating problem-solving discussions and engagement with diverse texts.</p>
<b>1k. Materials include evidence-based strategies and model activities for supporting English Learners (ELs) in their development of emergent reading skills.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of strategies for supporting English Learners (ELs)?</li> <li>Do the strategies include the use of the child's knowledge of literacy in their primary language and ensure that students understand how to transfer this to English language and literacy skills?</li> </ul>	0 1 2 <b>2 out of 2</b>	<p>The curriculum provides valuable insights for teachers on English Language Acquisition processes for children through the Gold book, offering strategies for instruction with English Learners (ELs). While there are bilingual resources, such as books and parent letters, the guidance on EL instruction is predominantly found in the Intentional Teaching Experience lessons.</p>
<b>1l. Materials instruct students along the developmental stages of writing and include a variety of experiences through which students can engage with writing.</b>	<ul style="list-style-type: none"> <li>Do the materials include direct (explicit) instructions, as well as frequent opportunities for children to imitate adult writing?</li> <li>Do the materials include opportunities for students to generate independent writing?</li> <li>Do the materials include opportunities for group writing on shared experiences?</li> <li>Do the materials include opportunities for illustration/drawing with detail, which transfers to writing?</li> <li>Do the materials include opportunities to write in response to reading and make explicitly the connection between reading and writing?</li> <li>Do the materials include supports for teachers to evaluate student writing against a continuum and provide suggestions for differentiated instruction and support?</li> </ul>	0 1 2 <b>2 out of 2</b>	<p>Opportunities for pre-writing skills development are embedded within the Intentional Teaching Experiences, encouraging students to write stories, poems, and draw pictures in their journals. While some writing activities are present in the main lessons, a substantial portion of writing instruction is found in supplemental activities. Writing opportunities are varied, including collaborative charting, drawing, and naming experiences. A continuum for writing progression is available, although the centralization of writing instruction and support within the main teacher guides could enhance accessibility for all teachers, particularly beginners.</p>

**Criterion 1.2**  
**Emergent Literacy for**  
**Reading and Writing**

Materials must support the key predictors of early literacy and support students' development of pre-writing and pre-reading skills, as outlined in the Oklahoma Academic Standards for English Language Arts.

Indicators	Guiding Questions	Score	Comments
<b>1m. Materials support developmentally appropriate fine motor skills alongside and through writing.</b>	<ul style="list-style-type: none"> <li>Do the materials provide a variety of opportunities for students to develop their fine motor skills?</li> <li>Do the materials provide differentiation and guidance on how to develop students' fine motor skills toward writing?</li> <li>Do the materials prescribe a variety of tools and surfaces for student writing experiences (e.g., painting, whiteboard, writing in sand)?</li> </ul>	0   1   2 <b>2 out of 2</b>	The curriculum offers diverse methods to enhance fine motor skills, supporting the transition to independent writing. The curriculum includes specific activities for fine motor development as well as engaging in hands-on investigations and outdoor play. While the curriculum supports fine motor skill instruction, some suggested tools and materials are not included, requiring additional classroom supplies for full implementation.
<b>Criterion 1.2 Summary</b>	<b>Rating Levels</b> Exemplifies Quality: 15 - 18 Approaching Quality: 10 - 14 Not Representing Quality: 0 - 9	<b>Sub-Total</b> <b>18 / 18</b>	<b>Rating</b> <b>Exemplifies Quality</b>

Criterion 1.3 Mathematics	Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills as indicated in the Oklahoma Academic Standards for Mathematics.		
Indicators	Guiding Questions	Score	Comments
<b>*1n. Materials follow a logical mathematical continuum of concrete, pictorial, then abstract representations.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of types of accessible concrete manipulatives and pictorial representations?</li> <li>Do the materials include activities that build conceptual understanding in counting, adding to, taking away, geometry, spatial sense, measurement, classification, and pattern skills as indicated by the Oklahoma Academic Standards for Mathematics?</li> </ul>	0 2 4 <b>4 out of 4</b>	The curriculum supports hands-on and visual learning through high-quality pictorial representations and common classroom manipulatives, with optional kits available for purchase. It is designed for typical early childhood settings and aligns fully with the Oklahoma Academic Standards for Mathematics through its Intentional Teaching Experience cards, online components, and scope and sequence. Mathematical concepts build in complexity over time, moving from spatial relationships and shapes to measurement, matching, quantities, numerals, and classification, providing meaningful opportunities for active student engagement.
<b>1o. Materials promote experiences that build on students' informal knowledge about mathematics.</b>	<ul style="list-style-type: none"> <li>Do the materials prompt teachers to inquire about students' developmental status and mathematical knowledge?</li> <li>Do the materials include cross-curricular opportunities to authentically integrate mathematics throughout the day?</li> <li>Do the materials support the use of the classroom environment and materials as vehicles to explore math concepts and skills?</li> </ul>	0 1 2 <b>2 out of 2</b>	Teaching Strategies Pre-K offers Gold Objectives for Development & Learning, a guideline for mathematical concepts in the Pre-K classroom. The materials support cross-curricular exploration, including intentional lessons and independent exploration in interest areas.
<b>1p. Materials intentionally develop students' ability to problem-solve.</b>	<ul style="list-style-type: none"> <li>Do the materials support the development of all students' capacity to ask thoughtful questions?</li> <li>Do the materials support the development of children's capacity to recognize mathematical problems in their environment?</li> <li>Do the materials support the development of children's capacity to use mathematical reasoning with familiar materials in the classroom and the world outside the classroom?</li> </ul>	0 1 2 <b>2 out of 2</b>	The development of students' ability to ask thoughtful questions is not mentioned, but teachers often use high-quality questions in math lessons, such as Intentional Teaching Experiences cards and Mighty Minutes activities. These activities help students recognize mathematical problems in their environment and practice skills through play-based activities.

**Criterion 1.3  
Mathematics**

Materials follow a sequence that supports the development of early mathematical competencies and problem-solving skills as indicated in the Oklahoma Academic Standards for Mathematics.

Indicators	Guiding Questions	Score	Comments
<b>1q. Materials build students' number and operational sense.</b>	<ul style="list-style-type: none"> <li>Do the materials provide teacher guidance for building conceptual understanding in mathematics?</li> <li>Do the materials provide frequent, spiraled, and varied opportunities for students to participate in activities that build number sense as outlined in the Oklahoma Academic Standards for Mathematics? (e.g., subitizing, counting one-to-one, comparing set size and numbers, counting on, and finding one more than a number)</li> </ul>	0   1   2 <b>2 out of 2</b>	The program focuses on research-based mathematical concepts that align with Oklahoma Academic Standards (PK.N.1.1-PK.N.3.1) Number sense skills are scaffolded in a developmentally appropriate manner, with small group guided activities introducing skills and allowing students to use them in self-discovery. The materials are high-quality but may need improvement to make lessons more engaging.
<b>*1r. Materials develop students' academic math vocabulary.</b>	<ul style="list-style-type: none"> <li>Do the materials include repeated opportunities to see and hear age-appropriate math vocabulary?</li> <li>Do the materials include repeated opportunities to practice using age-appropriate math vocabulary in speaking and writing?</li> <li>Do the materials include guidance for teachers on how to scaffold and support all students' development and use of academic math vocabulary (e.g. word wall, cognates, graphic organizers, visual representations, etc.)?</li> </ul>	0   2   4 <b>4 out of 4</b>	The curriculum provides consistent opportunities for students to hear, see, speak, and practice age-appropriate math vocabulary through whole-group, small-group, and independent activities. Intentional Teaching Experience cards include teacher scripts and an "Including All Children" section to support engagement and discussion, introducing vocabulary through meaningful, real-world contexts such as cooking and sensory play. Math language is reinforced through labeled classroom materials, posted shapes and numbers, demonstrations of proper use of objects in learning centers, and online teacher resources, supporting vocabulary development through repeated and intentional exposure.
<b>Criterion 1.3 Summary</b>	<b>Rating Levels</b> Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	<b>Sub-Total</b> 14 / 14	<b>Rating</b> <b>Exemplifies Quality</b>

Criterion 1.4 Science, Social Studies, Fine Arts, and Technology Applications	Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as outlined in the Oklahoma Academic Standards.		
Indicators	Guiding Questions	Score	Comments
<b>*1s. Materials build science knowledge through inquiry-based instruction and exploration of the natural world.</b>	<ul style="list-style-type: none"> <li>Do the materials support the students' observation and questioning of their environment?</li> <li>Do the materials develop students' ability to communicate ideas?</li> <li>Do the materials include exploration with scientific tools?</li> <li>Do the materials provide opportunities for students to explore developmentally-appropriate natural phenomena through hands-on experiences?</li> </ul>	0   2   4 <b>4 out of 4</b>	This program provides practical ways to incorporate science inquiry into the 4 year-old classroom. Material support student observations and questioning of their environment. Every lesson includes an outdoors exploration component, and teachers are encouraged to include resources from the students' home environment to enrich their learning. Science lessons were integrated on not focused science lessons. There seemed to be few opportunities for using scientific tools.
<b>*1t. Materials build social studies knowledge through the study of diverse cultures and communities.</b>	<ul style="list-style-type: none"> <li>Do the materials follow a logical sequence of social studies, beginning with self and moving to family, community, city, state, and country?</li> <li>Do the materials provide opportunities for students to explore cultural connections, commonalities, and differences in individuals?</li> <li>Do the materials provide opportunities for students to learn about routines and events, both past, present, and future?</li> <li>Do the materials provide opportunities for students to explore basic economic concepts?</li> </ul>	0   2   4 <b>2 out of 4</b>	The curriculum focuses on creating a map, understanding citizenship, and classroom as a community. The curriculum includes read alouds, which incorporate various types of communities. Each of the units includes books and songs from other places. There appeared to be no economics and most of the skills were found in the Gold book and not the Teacher Edition.

<b>Criterion 1.4</b> <b>Science, Social Studies, Fine Arts, and Technology Applications</b>	Materials must include integrated opportunities to develop science, social studies, fine arts, and technology competencies, as outlined in the Oklahoma Academic Standards.
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Indicators	Guiding Questions	Score	Comments
<b>*1u. Materials expose children to fine arts through exploration.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of daily experiences through multiple mediums (e.g., dance, music, dramatic play, painting, sculpture, drawing, and other movements)?</li> <li>Do the materials emphasize the students' engagement in the process of creating rather than the product that is created?</li> </ul>	0 2 4 <b>4 out of 4</b>	This curriculum focuses on students' engagement in the process of creating through music, dance, play, and other arts. The curriculum encourages discovery-based learning, incorporating dance, art, and large motor movement. Students engage in exploration, observation, movement, and art activities consistently throughout the program. The focus is on the process rather than the product, especially in the Art Interest Area. The curriculum includes daily experiences that incorporate finger plays and movement.
<b>1v. Materials include opportunities for technology applications with appropriate teacher guidance.</b>	<ul style="list-style-type: none"> <li>Do the materials provide opportunities to link technology into the authentic classroom experience?</li> </ul>	0 1 2 <b>2 out of 2</b>	The curriculum included lessons that incorporated a variety of age appropriate technology opportunities that were both digital as well as hands on. This curriculum does an excellent job of suggesting multiple technology materials such as a computer or tablet, camera, scale, thermometer, flashlight, circuit blocks, audio player, etc. Guidance is provided instructing teachers that time on technology should be limited, interactive, and promote investigation, experimentation, and creativity.
<b>Criterion 1.4 Summary</b>	<b>Rating Levels</b> Exemplifies Quality: 12 - 14 Approaching Quality: 8 - 11 Not Representing Quality: 0 - 7	<b>Sub-Total</b>  <b>12 / 14</b>	<b>Rating</b>  <b>Exemplifies Quality</b>

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
60	Exemplifies Quality: 49 - 60 Approaching Quality: 31 - 48 Not Representing Quality: 0 - 30	58 / 60	Exemplifies Quality
<b>Gateway 1 Comments</b>			
<p>PK Teaching strategies uses thematic units to support skills language, literacy, mathematics, science, social studies, fine arts, and technology in an age-appropriate manner. The program supports critical thinking, language development, investigations, and exploration to support skills.</p> <p>**1a: While teacher-provided books can pose challenges, the curriculum includes Book Discussion Cards for guided read-alouds with relevant prompts. Group discussions are encouraged, especially through Mighty Minutes and Focused Project Learning. Language skills are nurtured with modeling, discussions, and engaging activities, while Intentional Teaching Experiences cards align with Oklahoma Academic Standards.</p> <p>**1b: However, there's room for improvement in organization and guidance, especially for new teachers managing multiple curriculum components.</p> <p>**1c: Vocabulary development spans domains and is woven into read-alouds, shared writing, and other activities. While the curriculum aims to enhance vocabulary, it's suggested that more explicit instructions and organization could aid teachers, particularly beginners, in effectively implementing all components across the curriculum. Additionally, Some vocabulary choices may not be age-appropriate.</p> <p>**1e: The curriculum provides tools like Book Discussion Cards and Book Conversation Cards, offering probing questions and guidance for read-alouds and large group interactions.</p> <p>**1f: "Intentional Teaching Experiences Language and Literacy" cards guide phonological skill development, promoting awareness, phonics, and recognition.</p> <p>**1g: Phonological awareness is practiced through discussions and read-alouds. GOLD Objectives offer a continuum, guiding students' alphabetic knowledge growth.</p> <p>**1h: Phonics and phonemic awareness receive explicit instruction, and activities like shared writing and daily focus questions foster print awareness. Curriculum aligns with research-based literacy progression and continuum in GOLD assessment.</p> <p>**1k: The materials emphasize multilingual strategies, including encouraging the use of home languages, and include diverse cultural representation. However, a more centralized approach for EL support within the teacher guides would enhance accessibility and effectiveness.</p> <p>**1n: The curriculum supports hands-on and visual learning through high-quality pictorial representations and common classroom manipulatives, with optional kits available for purchase. It is designed for typical early childhood settings and aligns fully with the Oklahoma Academic Standards for Mathematics through its Intentional Teaching Experience cards, online components, and scope and sequence. Mathematical concepts build in complexity over time, moving from spatial relationships and shapes to measurement, matching, quantities, numerals, and classification, providing meaningful opportunities for active student engagement.</p> <p>**1o: The classroom has a math center for children to count and manipulate real objects, and offers opportunities for intentional teaching, independent discovery, and Mighty Minutes. The materials encourage teachers to inquire about students' developmental status and mathematical knowledge. The materials incorporate everyday objects to make math relatable, but more direct prompts for teachers to inquire about students' developmental status and mathematical knowledge would be beneficial.</p> <p>**1p: However, the program does not provide all materials suggested in the lesson, asking teachers to create or purchase them. Many themes allow for group and individual problem-solving during whole group and interest area times. Students develop problem-solving through hands-on investigations and collaborative work during centers and choice time. The materials intentionally develop students' ability to problem-solve, as stated in the Architecture teacher guide.</p> <p>**1q: The program provides guidance in building conceptual understanding through the teaching sequence and the GOLD objective continuum. Students engage with various concepts during focused math periods, including guided discovery and choice time.</p>			

## Gateway 2: Integration of Content and Skills

**Gateway 2 examines the way materials integrate content and skills across subjects and throughout the curriculum.**

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview		
Criterion	Indicators	Available Points
<b>2.1: Integration of Content, Skills, and Effective Practices</b> Materials must integrate content and skills across subjects and throughout the curriculum.	2a - 2e	14
<b>2.2: Health and Wellness Associated Domains</b> Materials must provide the development of the health and wellness competencies required for school readiness as indicated in the Oklahoma Academic Standards for Health and Physical Education.	2f - 2j	14
		28

Criterion 2.1 Integration of Content, Skills, and Effective Practices	Materials must integrate content and skills across subjects and throughout the curriculum.		
Indicators	Guiding Questions	Score	Comments
<b>2a. Materials are cross-curricular and integrated in an authentic way to support students' unified experience throughout the day.</b>	<ul style="list-style-type: none"> <li>Do the materials include specific, intentional, and purposeful cross-curricular connections to create a unified experience for students?</li> <li>Do the materials explicitly identify which subjects are purposefully developed or reinforced in each learning activity?</li> </ul>	0 1 2 <b>2 out of 2</b>	The curriculum is thematically based, integrating all subject areas (mathematics, literacy, science, and physical). Activities are designed for cross-curricular connections, as explained in the Curriculum Guide. Each unit of study contains cross-curricular and authentic materials to support students. The subjects are explicitly identified in the 'At-a-Glance charts' at the beginning of the unit's teacher guide and throughout the daily guidance in the unit's teacher guide.
<b>2b. Materials utilize diverse, high-quality texts as a core component of content and skill integration.</b>	Do the materials include texts that are strategically chosen to support content and skill development in multiple subjects?	0 1 2 <b>2 out of 2</b>	The curriculum includes a mix of fiction and non-fiction texts, with read-aloud books that support the themes. The texts relate to interests, life experiences, phonics, alphabet, and genres.
<b>*2c. Materials have an intentional balance of direct (explicit) instruction and student choice, including purposefully planned learning centers and playful learning experiences, as appropriate for the content and skill development.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of opportunities for purposeful play that promotes student choice?</li> <li>Do the materials provide guidance to teachers on how to connect all subjects to play?</li> <li>Do the materials provide guidance to teachers on setting up and facilitating activities to meet, reinforce, and practice learning objectives?</li> <li>Do the materials intentionally balance the types of instruction and types of learning experiences?</li> </ul>	0 2 4 <b>4 out of 4</b>	Teaching Strategies is a comprehensive approach that combines teacher-led and student-choice activities. It incorporates purposeful play, such as Choice Time and Intentional Teaching Experiences, to supplement learning concepts. The daily schedule includes both small group and individual time in centers. However, the guidance for teachers could be more robust.

<b>Criterion 2.1</b> <b>Integration of Content, Skills, and Effective Practices</b>			
<b>Indicators</b>	<b>Guiding Questions</b>	<b>Score</b>	<b>Comments</b>
<b>2d. Materials include detailed guidance that supports the teacher's delivery of instruction inclusive to all learners.</b>	<ul style="list-style-type: none"> <li>Do the materials provide evidence-based guidance for teachers that provides explicit instructional strategies for teaching pre/kindergarten skills?</li> <li>Do the materials include detailed and explicit guidance for teacher and student actions that support a range of student development and abilities to build the proficiency of content and skills?</li> <li>Do the materials provide detailed guidance for connecting diverse learners' prior content knowledge and experiences to new learning?</li> </ul>	0   1   2 <b>2 out of 2</b>	The first six weeks of the curriculum provide guidance on using learning centers, but the guidance is spread over several resources and can be confusing. The Mighty Minutes and Intentional Teaching Experiences (ITE) are separate cards so teachers to keep up with multiple activities. The teacher guide, gold book, and ITE provide guidance in blue text boxes.
<b>*2e. Materials are supported by research, including connections to child development research.</b>	<ul style="list-style-type: none"> <li>Do the materials include a clear description of how the curriculum is supported by child development research?</li> <li>Do the materials provide research-based guidance for instruction that enriches educator understanding of early childhood development, English language development, and the validity of the recommended approach?</li> <li>Is cited research current, scholarly, peer-reviewed, and relevant to early childhood development?</li> <li>Is cited research applicable to Oklahoma-specific context and demographics?</li> </ul>	0   2   4 <b>4 out of 4</b>	The Gold Book is a research-based curriculum for early childhood education, focusing on child development research. It provides a comprehensive overview of early childhood development and learning, outlining milestones at different levels. The book acknowledges researchers and evaluations, with references and citations. The book has a bibliography of references used to create the curriculum.
<b>Criterion 2.1 Summary</b>	<b>Rating Levels</b>	<b>Sub-Total</b>	<b>Rating</b>
	<b>Exemplifies Quality: 12 - 14</b> <b>Approaching Quality: 8 - 11</b> <b>Not Representing Quality: 0 - 7</b>	<b>14 / 14</b>	<b>Exemplifies Quality</b>

Criterion 2.2 Health and Wellness Associated Domains	Materials must provide the development of the health and wellness competencies required for school readiness as indicated in the Oklahoma Academic Standards for Health and Physical Education.		
Indicators	Guiding Questions	Score	Comments
<b>*2f. Materials include direct instruction to support student skills and behaviors that promote learning, including interpersonal and intrapersonal skills.</b>	<ul style="list-style-type: none"> <li>Do the materials contain full lessons on self-concept skills, self-regulation skills, relationships with others, and social awareness skills?</li> <li>Do the materials provide guidance on teacher modeling of these skills?</li> <li>Do the materials include appropriate texts used to support the development of social competencies?</li> <li>Do the materials include appropriate texts used to support the development of competencies to understand and respond to emotions?</li> </ul>	0 2 4 <b>4 out of 4</b>	Teaching Strategies Pre-K provides direct instruction for interpersonal and intrapersonal skills, with a focus on building a classroom community and a safe and healthy learning environment. The materials encourage self-regulation, relationships, and social awareness through collaborative opportunities and teacher modeling.
<b>*2g. Materials include repeated opportunities throughout the day for students to practice skills and behaviors that promote learning, including interpersonal and intrapersonal skills.</b>	<ul style="list-style-type: none"> <li>Do the materials provide opportunities to learn, practice, and apply interpersonal and intrapersonal skills throughout the day?</li> <li>Do the materials support practice opportunities that are authentically integrated throughout all content domains?</li> </ul>	0 2 4 <b>4 out of 4</b>	The Teaching Strategies Pre-K curriculum offers students ways to learn and apply interpersonal and intrapersonal skills throughout the day as students partake in a variety of activities that require collaboration and working with others.
<b>2h. Materials include suggested ideal classroom arrangements that support positive social interactions and collaborative learning.</b>	<ul style="list-style-type: none"> <li>Do the materials consider a variety of factors and components of the physical space and their impact on students' social development?</li> <li>Do the materials support the facilitation of social interactions that can be implemented easily and effectively within a classroom arrangement?</li> <li>Do the materials provide suggestions for how to engage students in classroom arrangements in order to promote student ownership of the space?</li> <li>Do the materials provide teacher guidance on classroom arrangements to support teacher-student and student-student interactions?</li> </ul>	0 1 2 <b>2 out of 2</b>	The Curriculum Guide offers valuable information for teachers to plan classroom layouts, including areas like Cooking, Music and Movement, Discovery, Art, and Library. It provides ideas for activities, location, furnishings, and materials. The Foundations Guide for Teaching Strategies Pre-K provides digital resources and classroom arrangement suggestions based on research.

Criterion 2.2 Health and Wellness Associated Domains	Materials must provide the development of the health and wellness competencies required for school readiness as indicated in the Oklahoma Academic Standards for Health and Physical Education.		
Indicators	Guiding Questions	Score	Comments
<b>2i. Materials include activities to develop physical skills and refine gross and fine motor development through movement.</b>	<ul style="list-style-type: none"> <li>Do the materials provide numerous daily opportunities for students to develop their gross motor skills through movement?</li> <li>Do the materials provide daily opportunities for students to develop their fine motor skills through tasks beyond writing practice?</li> </ul>	0   1   2 <b>2 out of 2</b>	<p>The curriculum incorporates physical activities to develop gross and fine motor skills, including outdoor activities, dance, and movement. Students are encouraged to practice fine motor skills through activities like lacing, beading, and molding playdough. The classroom has a music and movement center, block center, and toys for small and gross motor skills. Materials like Mighty Minutes and Intentional Teaching Opportunities provide multiple opportunities for gross motor practice. The Gold book includes motor objectives and strategies.</p>
<b>2j. Materials include activities that develop safe and healthy habits in students.</b>	<ul style="list-style-type: none"> <li>Do the materials provide teacher guidance on modeling safe and healthy habits for students?</li> <li>Do the materials provide a variety of opportunities and activities for students to practice, reflect on, and set goals for safe and healthy habits?</li> <li>Do the materials communicate the connection between physical and mental health?</li> </ul>	0   1   2 <b>1 out of 2</b>	<p>The Curriculum Guide, pages 6-13, provides guidance on how to teach students in ways to promote a safe, healthy, and positive learning environment although it is not in all themes. Focus is put on developing classroom community to create a safe and healthy learning environment for all student but no evidence was found on goal setting.</p>
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	<b>Exemplifies Quality: 12 - 14</b> <b>Approaching Quality: 8 - 11</b> <b>Not Representing Quality: 0 - 7</b>	<b>13 / 14</b>	<b>Exemplifies Quality</b>

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
<b>28</b>	Exemplifies Quality: 23 - 28 Approaching Quality: 15 - 22 Not Representing Quality: 0 - 14	<b>27 / 28</b>	<b>Exemplifies Quality</b>
<b>Gateway 2 Comments</b>			
<p>Instruction integrates all subject areas, supports cross-curricular connections, and play-based learning. There are a variety of texts that are integrated into instruction. Guidance for all students is provided for teachers. Interpersonal or intrapersonal skills are integrated in whole group, small group, and collaborative centers. There is a strong research-base.</p> <p>**2b: The books for read alouds support the theme and are used to reinforce scaffolding in all subject areas. Book Discussion Cards are included with each book to expand vocabulary, assess recall, and explore elements of literature.</p> <p>**2f: The curriculum guides focus on self-concept, self-regulation, relationships, and social awareness, with specific questions in the resource ""The First Six Weeks: Building Your Classroom Community." There is minimal teacher guidance on social-emotional learning after the first six weeks of school.</p> <p>**2g: It includes Choice Time activities, discussion prompts, and classroom discussions. Students engage in group activities, small group discussions, and individual play time. The exploration format of the curriculum provides ample opportunities to learn, practice, and apply skills.</p> <p>**2h: The Gold Book and The First 6 Weeks offer classroom and routine arrangement suggestions to promote student ownership and management.</p>			

## Gateway 3: Usability

Materials support teachers to fully utilize the curriculum and understand the skills and learning of their students.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion

**Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview		
Criterion	Indicators	Available Points
<b>3.1: Progress Monitoring</b> Materials provide frequent, strategic opportunities to monitor and respond to student progress toward the development of appropriate grade level, content, and English language skills development.	3a - 3c	8
<b>3.2: Supports for All Learners</b> Materials provide guidance and support that help teachers meet the diverse learning needs of all students.	3d - 3f	8
<b>3.3: Implementation</b> Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.	3g - 3k	10
		26

Criterion 3.1 Progress Monitoring	Materials provide frequent, strategic opportunities to monitor and respond to student progress toward the development of appropriate grade level, content, and English language skills development.		
Indicators	Guiding Questions	Score	Comments
<b>*3a. Materials include developmentally and linguistically appropriate assessment tools (e.g., diagnostic, formative, and summative progress monitoring, and guidance for teachers, students, and caregivers) to monitor progress.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of tools that are developmentally and linguistically appropriate (e.g. observational, anecdotal, formal)?</li> <li>Do the materials provide guidance to ensure consistent and accurate administration of diagnostic tools?</li> <li>Do the materials include tools for students to track their own progress and growth?</li> <li>Do the diagnostic tools allow for authentic assessment (embedding assessment into regular classroom routines and experiences)?</li> </ul>	0 2 4 <b>4 out of 4</b>	<p>The curriculum offers comprehensive, developmentally and linguistically appropriate assessment tools through its online platform and print resources, including screeners, observational assessments, and formal checkpoints. Teachers can collect and upload documentation, use embedded assessment questions within activities, and generate progress reports to monitor student growth across multiple domains. While a built-in student self-tracking tool is not included, the platform supports ongoing formative assessment, family communication, and systematic analysis of student progress using the Gold Assessment System.</p>
<b>3b. Materials include guidance for teachers and administrators to analyze and respond to data from diagnostic tools.</b>	<ul style="list-style-type: none"> <li>Do the materials support teachers with guidance and direction to respond to individual student needs in all subjects, based on measures of student progress appropriate to the developmental level of the student?</li> <li>Do diagnostic tools yield meaningful information for teachers to use when planning instruction and differentiation?</li> <li>Do the materials provide a variety of resources and teacher guidance on how to leverage different activities to respond to student data?</li> <li>Do the materials provide guidance for administrators to support teachers in analyzing and responding to data?</li> </ul>	0 1 2 <b>2 out of 2</b>	<p>The curriculum provides some modifications on activity cards and additional guidance in the Gold Assessment System book, which covers 38 objectives aligned with state early learning standards. The online platform includes a Reports tab and Learn tab, giving teachers dashboards to track student scores, analyze skill gaps, form learning groups, and access professional learning on administering and interpreting assessments. While teachers are supported in using assessment data to inform instruction, guidance for administrators on analyzing and responding to data could be more explicit to ensure consistent use across classrooms.</p>

<b>Criterion 3.1</b> <b>Progress Monitoring</b>		Materials provide frequent, strategic opportunities to monitor and respond to student progress toward the development of appropriate grade level, content, and English language skills development.		
Indicators	Guiding Questions	Score	Comments	
<b>3c. Materials include frequent, integrated opportunities to monitor student progress toward the development of appropriate grade level, content, and English language skills development.</b>	<ul style="list-style-type: none"> <li>Do the materials include routine and systematic progress monitoring opportunities that accurately measure and track student progress?</li> <li>Is the frequency of progress monitoring appropriate for the age, content skill, and English language proficiency level?</li> </ul>	0   1   2 <b>2 out of 2</b>	<p>The curriculum provides systematic, age-appropriate assessment opportunities through its online platform and supporting print resources, including the Welcome book, Gold book, and Interest Guide. Checkpoint dates and assessment focus areas are clearly outlined, and the Gold Assessment System uses a rating scale to monitor each child's progress along defined learning progressions. Together, these tools support consistent documentation and meaningful tracking of student growth over time.</p>	
<b>Criterion 3.1 Summary</b>	<b>Rating Levels</b> Exemplifies Quality: 7 - 8 Approaching Quality: 5 - 6 Not Representing Quality: 0 - 4	<b>Sub-Total</b>  <b>8 / 8</b>	<b>Rating</b>  <b>Exemplifies Quality</b>	

Criterion 3.2 Supports for All Learners	Materials provide guidance and support that help teachers meet the diverse learning needs of all students.		
Indicators	Guiding Questions	Score	Comments
<b>*3d. Materials include guidance, scaffolds, supports, and extensions that maximize students' learning potential for learners of all abilities.</b>	<ul style="list-style-type: none"> <li>Do the materials provide targeted instruction and activities for students who are not yet proficient in content?</li> <li>Do the materials provide additional enrichment activities for learners of all abilities?</li> </ul>	0 2 4 <b>4 out of 4</b>	<p>The curriculum lacks a set order for teaching units, making it difficult to determine how content scaffolds and guides. The Mighty Minutes and Intentional Teaching Experiences provide remediation and enrichment activities for learners. Intentional teaching practices cards offer differentiated instruction and guidance for small group use, while teaching strategies provide additional resources and approaches in small group settings, whole group, and throughout play.</p>
<b>3e. Materials provide a variety of instructional methods that appeal to a variety of learning modes and needs, including the use of play-based learning.</b>	<ul style="list-style-type: none"> <li>Do the materials include a variety of engaging instructional approaches leading to proficiency in content areas?</li> <li>Do the materials support developmentally appropriate instructional strategies including the use of play-based learning?</li> <li>Do the materials support flexible grouping (e.g., whole, small, individual)?</li> <li>Do the materials support multiple types of practices (e.g., guided, independent, collaborative) and provide guidance and structures to achieve effective implementation?</li> </ul>	0 1 2 <b>2 out of 2</b>	<p>Teaching Strategies is a play-based curriculum that incorporates age- appropriate materials, engaging activities, and flexible grouping. Students participate in whole group and small group lessons, and work individually at times. The curriculum includes various instructional approaches that includes play, Choice Time, outdoor activities, and physical fun. The curriculum is project-based, appealing to a variety of learning modes and needs, with evidence provided in previous comments. However, the materials would benefit from more robust support for teachers.</p>

Criterion 3.2 Supports for All Learners	Materials provide guidance and support that help teachers meet the diverse learning needs of all students.		
Indicators	Guiding Questions	Score	Comments
<b>3f. Materials include support for English Learners (EL) to meet grade-level learning expectations.</b>	<ul style="list-style-type: none"> <li>Do the materials include accommodations for linguistics (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency?</li> <li>Do materials provide scaffolds for English learners?</li> <li>Do the materials encourage strategic use of students' first language as a means to develop linguistic, affective, cognitive, and academic skills in English (e.g., to enhance vocabulary development)?</li> </ul>	0   1   2 <b>2 out of 2</b>	Strategies for working with English Learners (EL) are provided, with teacher guides labeled "Multilingual learners." Supports for English Language Learners are provided, including Intentional Teaching Practices cards, teaching strategies, and thematic vocabulary in both English and Spanish. The Foundation book states that children are taught in their native language and then as an EL or dual language learner with English as the second language. Materials in Spanish are provided, but there is no direct teacher guidance.
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	<b>Exemplifies Quality: 7 - 8</b> <b>Approaching Quality: 5 - 6</b> <b>Not Representing Quality: 0 - 4</b>	<b>8 / 8</b>	<b>Exemplifies Quality</b>

Criterion 3.3 Implementation	Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.		
Indicators	Guiding Questions	Score	Comments
<b>3g. Materials include year-long plans with practice and review opportunities that support instruction.</b>	<ul style="list-style-type: none"> <li>● Do the materials include a cohesive, year-long plan to build students' concept development and consider how to vertically align instruction that builds year to year?</li> <li>● Do the materials provide review and practice of knowledge and skills throughout the span of the curriculum?</li> </ul>	0   1   2 <b>2 out of 2</b>	<p>The curriculum offers a comprehensive, day-by-day plan supported by an implementation guide and a digital platform that clearly maps instruction by month, week, and day. Skills are intentionally sequenced from simple to more complex and vertically aligned to support readiness for kindergarten, with built-in review opportunities through individual and small-group activities. While there is an initial learning curve in navigating the materials and practice tools, the structured design and clear pacing support consistent implementation over time.</p>
<b>3h. Materials include implementation support for teachers and administrators.</b>	<ul style="list-style-type: none"> <li>● Are the materials accompanied by a scope and sequence, aligned with the Oklahoma Academic Standards, that outlines the essential knowledge and skills that are taught in the program, the order in which they are presented, and how knowledge and skills build and connect across grade levels?</li> <li>● Do the materials include supports to help teachers implement the materials as intended?</li> <li>● Do the materials include resources and guidance to help administrators support teachers in implementing the materials as intended?</li> <li>● Do the materials include a school year's worth of early childhood instruction, including realistic pacing guidance and routines?</li> </ul>	0   1   2 <b>2 out of 2</b>	<p>The digital platform is well organized to support implementation as intended, with an implementation guide and a Teach tab that clearly maps instruction by month, week, and day. All lesson materials and pacing guides are provided both online and within the teacher guides, using clear visuals and structured plans to support consistent use. Expanding guidance specifically for administrators would be a valuable enhancement, further strengthening systemwide alignment and supporting effective implementation across classrooms.</p>

Criterion 3.3 Implementation	Materials provide support for implementation including clear and easy-to-follow guidance and support for teachers.		
Indicators	Guiding Questions	Score	Comments
<b>3i. Materials provide implementation guidance to meet variability in programmatic design and scheduling considerations.</b>	<ul style="list-style-type: none"> <li>Do the materials provide guidance for strategic implementation without disrupting the scope and sequence of content?</li> <li>Are the materials designed in a way that allows the leading educational agency the ability to incorporate the curriculum into the district, campus, and teacher design and scheduling considerations?</li> <li>Do the materials specify activities for use at home to support students' learning and development?</li> <li>Do the materials provide differentiated use recommendations for half-day and full-day pre/kindergarten programs?</li> </ul>	0   1   2 <b>2 out of 2</b>	The curriculum provides clear and flexible scheduling guidance for a variety of instructional settings, including sample full-day and half-day schedules in print volumes and customizable weekly templates on the Teach tab. Scheduling support is offered through text, visuals, and online tools, allowing teachers to personalize plans to meet classroom needs. The materials emphasize continuous learning until skills are mastered and include built-in home-school connections in both English and Spanish, along with recommendations for different program lengths and staffing models.
<b>3j. Materials provide guidance on fostering connections between home and school.</b>	<ul style="list-style-type: none"> <li>Do the materials support development of strong relationships between teachers and families/caregivers?</li> <li>Do the materials specify activities for use at home to support students' learning and development, including support for multilingual families and/or those with diverse cultural backgrounds?</li> <li>Do the materials include opportunities to connect and incorporate student experiences, including multilingual families and/or those with diverse cultural backgrounds?</li> </ul>	0   1   2 <b>2 out of 2</b>	The curriculum includes Family Connections for each unit, available in English and Spanish, which can be printed or shared digitally to engage families at home. Additionally, the Family Playlist on the Teach and Engage tabs allows teachers and families to interact and extend learning beyond the classroom, supporting meaningful home-school collaboration.

<b>Criterion 3.3</b> <b>Implementation</b>			
<b>Indicators</b>	<b>Guiding Questions</b>	<b>Score</b>	<b>Comments</b>
<b>3k. The visual design of student and teacher materials (whether in print or digital) is neither distracting nor chaotic.</b>	<ul style="list-style-type: none"> <li>Do the materials include appropriate use of white space and design that supports and does not distract from student learning?</li> <li>Do the materials include pictures and graphics that are supportive of student learning and engagement without being visually distracting?</li> <li>Are the teacher materials clear, concise, and navigated with ease?</li> </ul>	0   1   2 <b>1 out of 2</b>	The curriculum materials are visually appealing and include real-life pictures that support student learning. Teacher materials are organized and provide guidance for implementation through labeled cards, books, and online resources. However, the large number of components, including Time to Move cards, Mighty Minutes cards, flash cards, and the teacher guide, can feel overwhelming, particularly for new educators, making it challenging to navigate and visualize a full daily routine. While the materials are clear and well-labeled, additional simplification or guidance could make them easier to use and reduce the initial complexity.
<b>Criterion 3.3 Summary</b>	<b>Rating Levels</b>  Exemplifies Quality: 8 - 10 Approaching Quality: 6 - 7 Not Representing Quality: 0 - 5	<b>Sub-Total</b>  <b>9 / 10</b>	<b>Rating</b>  <b>Exemplifies Quality</b>

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
<b>26</b>	<b>Exemplifies Quality: 21 - 26</b> <b>Approaching Quality: 14 - 20</b> <b>Not Representing Quality: 0 - 13</b>	<b>25 / 26</b>	<b>Exemplifies Quality</b>
<b>Gateway 3 Comments</b>			
<p>There are supports for all learners. The materials are visually appealing. Guidance for teachers is spread out across the materials which can be difficult to navigate. Assessment guidance is present but the assessment tool may be at an additional cost. There are integrated units for instruction which can be taught in any sequence.</p> <p>**3d: Additional materials are in Creative Curriculum Cloud subscription which may be an additional cost.</p>			

# Oklahoma Instructional Materials Adoption Subject Cycle

**Note:** See *Appendix: Sample Course List for Adoption Year 2026* for a sample list of eligible courses. Please note that official course eligibility is established in the most current PK-8 or 9-12 Subject Codes available at <https://oklahoma.gov/education/services/accreditation.html> (view Subject Codes within the Documents section).

## Adoption Year: 2026

Subject Areas	Effective Dates	Related Courses
PK-12 Science and PK-5 Science Content Reading	<b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033	<b>Grades PK-12:</b> Applicable to all courses provided within the subject code heading "Science" in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.
PK-12 Social Studies and PK-5 Social Studies Content Reading	<b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2032  <b>*only five-year adoption</b>	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings "Social Studies and Civics" in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading "Social Studies" in the Oklahoma State Department of Education 9-12 Subject Codes list.

## Adoption Year: 2027

Subject Areas	Effective Dates	Related Courses
PK-5 English Language Arts	<b>Start:</b> July 1, 2028 <b>End:</b> June 30, 2034	<b>Grades PK-5:</b> Applicable to all courses provided within the subject code headings "English Language Arts" or "English Language Learners" in the Oklahoma State Department of Education PK-8 Subject Codes list. <ul style="list-style-type: none"><li>Materials for the middle (6-8) and high (9-12) school grades are not accepted.</li></ul>
PK-12 Health and Physical Education	<b>Start:</b> July 1, 2028 <b>End:</b> June 30, 2033  <b>*only a five-year adoption</b>	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings "Health and Nutrition" and "Physical Education" in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading "Health and Physical Education" in the Oklahoma State Department of Education 9-12 Subject Codes list.
PK-12 Vocational Education	<b>Start:</b> July 1, 2028 <b>End:</b> June 30, 2033	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings "Careers/Exploration and Family and Consumer Sciences" in the Oklahoma State Department of Education PK-8 Subject Codes list.

	<b>*only a five-year adoption</b>	<b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading <b>“Business Education, Family and Consumer Sciences, Industrial Arts”</b> in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>PK-12 Computer Science and Technology Education</b>	<b>Start:</b> July 1, 2028 <b>End:</b> June 30, 2031	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings <b>“Computer Science”, “Technology Education”, “Keyboarding and Applications”</b> in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading <b>“Computer Science and Technology Education”</b> in the Oklahoma State Department of Education 9-12 Subject Codes list.

## Adoption Year: 2028

Subject Areas	Effective Dates	Related Courses
<b>6-12 English Language Arts</b>	<b>Start:</b> July 1, 2029 <b>End:</b> June 30, 2035	<b>Grades 6-8:</b> Applicable to all courses provided within the subject code headings <b>“English Language Arts”, “English Language Learners”, “Speech (Not Speech Therapy)”, “Newspaper/Yearbook”, or “Library Science”</b> in the Oklahoma State Department of Education PK-8 Subject Codes list. <ul style="list-style-type: none"> <li>Materials for elementary (PK-5) school grades are not included.</li> </ul> <b>Grades 9-12:</b> Applicable to all courses provided within the subject code headings <b>“English Language Arts” or “Speech and Communications”</b> in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>PK-12 World Languages Other Than English</b>	<b>Start:</b> July 1, 2029 <b>End:</b> June 30, 2035	<b>Grades PK-12:</b> Applicable to all courses provided within the subject code heading <b>“World Languages Other Than English”</b> in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.

## Adoption Year: 2029

Subject Areas	Effective Dates	Related Courses
<b>PK-12 Mathematics</b>	<b>Start:</b> July 1, 2030 <b>End:</b> June 30, 2035	<b>Grades PK-12:</b> Applicable to all courses provided within the subject code heading <b>“Mathematics”</b> in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.
<b>Early Childhood Education (Comprehensive)</b>	<b>Start:</b> July 1, 2030 <b>End:</b> June 30, 2035	<b>Grades PK-K:</b> Applicable to the courses provided within the subject code heading <b>“Self-Contained”</b> in the Oklahoma State Department of Education PK-8 Subject Codes list for half-day and full-day Pre-K, Transitional Kindergarten, and Kindergarten. <ul style="list-style-type: none"> <li>Materials exclusively to a specific subject area for grades PK-K are not included.</li> </ul>

## Adoption Year: 2030

Subject Areas	Effective Dates	Related Courses
<b>PK-12 Computer Science</b>	<b>Start:</b> July 1, 2031 <b>End:</b> June 30, 2034	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Computer Science</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Computer Science and Technology Education</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>PK-12 Fine Arts</b>	<b>Start:</b> July 1, 2031 <b>End:</b> June 30, 2037	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Fine Arts</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Arts</b> ”, “ <b>Humanities</b> ”, or “ <b>Music</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>PK-12 Technology Education</b>	<b>Start:</b> July 1, 2031 <b>End:</b> June 30, 2034	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Technology Education</b> ” and “ <b>Keyboarding and Applications</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Computer Science and Technology Education</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.

## Adoption Year: 2031

Subject Areas	Effective Dates	Related Courses
<b>PK-12 Social Studies and PK-5 Social Studies Content Reading</b>  *Cycle was suspended during the 2025 review cycle due to the Oklahoma Supreme Court stay – contracts were extended by one year.	<b>Start:</b> July 1, 2032 <b>End:</b> June 30, 2038	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Social Studies and Civics</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Social Studies</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>Personal Financial Literacy</b>	<b>Start:</b> July 1, 2032 <b>End:</b> June 30, 2038	<b>Grades 7-12:</b> Applicable to all courses provided within the subject code heading “ <b>Personal Financial Literacy</b> ” in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.

# Appendix: Sample Course List for Adoption Year 2026

The Appendix is updated annually to reflect courses for the upcoming adoption cycle. For most up-to-date course codes, please visit the [OSDE Accreditation site](#). For course descriptions, please visit the OSDE Course Descriptions for [PK-8](#) or [9-12](#).

Sample Course List for 2026		
Subject Areas	Courses	
<b>PK-12 Science</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033	<b>PK-8 Courses</b>  2254 General Science 2266 Sixth Grade Science 2276 Seventh Grade Science 2286 Eighth Grade Science	<b>9-12 Courses</b>  <b>Earth and Space Sciences</b> <i>Eligible for All Diploma Pathways</i> 5121 AP Environmental Science 5020 Astronomy 5061 Earth & Space Science 5120 Environmental Science 5140 Geology 5335 Meteorology <b>Life Sciences</b> <i>Eligible for All Diploma Pathways</i> 5333 Anatomy & Physiology 5035 AP Biology 5031 Biology I (use 5021 and 5022 for Biology IA and IB 1/2 credits, respectively) 5032 Biology II 5038 Biotechnology 5040 Botany 5350 Ecology 5334 Forensic Science 5036 IB Biology 5115 Life Science 5336 Microbiology 5240 Zoology <b>Physical Science</b> 5010 Aeronautics 5055 AP Chemistry 5217 AP Physics C- Electricity and Magnetism 5216 AP Physics C- Mechanics 5213 AP Physics I (Algebra-based) 5214 AP Physics II (Algebra-based) 5051 Chemistry I 5052 Chemistry II 5053 IB Chemistry

## Sample Course List for 2026

		<p>5218 IB Physics          5160 Physical Science          5211 Physics I          5212 Physics II  <b>Science Eligible for All Diploma Pathways</b>          5072 Science-Locally Approved Science-Locally          5075 Science-Locally Approved Science-Locally/Regents Approved  <b>Science Electives</b>  <b>Eligible for Elective Credit Only</b>          5110 Electronics          5133 General Science          5023 Pre-Biology I          5070 Principles of Technology</p>
<b>PK- 5 Science Content Reading</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033  Rubric	<b>PK-5 Courses</b> 2254 General Science	
<b>PK- 5 Social Content Reading</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2032	<b>PK-8 Courses</b> 2305 Pre-K – 5 Social Studies	
<b>PK-12 Social Studies</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2032	<b>PK-8 Courses</b> 2303 Civics 2305 Pre-K – 5 Social Studies 2317 Sixth Grade World Geography- Western Hemisphere 2318 Seventh Grade World Geography- Eastern Hemisphere 2319 Eighth Grade U.S. History and Government (to 1877) 2357 History of Religion	<b>9-12 Courses</b> <b>Eligible for All Diploma Pathways</b> 5780 American Indian Studies 5420 Ancient and Medieval History 5732 Anthropology 5540 AP African American Studies 5545 AP Comparative Government and Politics 5735 AP European History 5790 AP Human Geography 5525 AP Macroeconomics 5526 AP Microeconomics 5645 AP Psychology

## Sample Course List for 2026

		<p>5546 AP United States Government and Politics 5415 AP United States History 5736 AP World History 5791 Asian History 5430 Black History 5450 Civics 5521 Economics 5788 European History 5750 History of Religion 5530 Geography 5547 IB Social Studies 5751 IB World Religion 5792 Local History 5789 Military History 5610 Modern History 5615 Oklahoma History 5770 Political Science 5630 Problems of Democracy 5541 United States Government 5410 United States History 5787 World Cultures 5731 World History Eligible for Additional Unit 5786 Consumer Law 5755 Criminology 5550 International Problems 5760 Philosophy 5641 Psychology 2023-2024 5775 Psychology of Learning 5720 Sociology 5785 Street Law <i>Eligible for Elective Credit Only</i> 5510 Current Issues &amp; Events</p>
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# Oklahoma Instructional Materials Adoption Subject Cycle

**Note:** See Appendix: *Sample Course List for Adoption Year 2026* for a sample list of eligible courses. Please note that official course eligibility is established in the most current PK-8 or 9-12 Subject Codes available at <https://oklahoma.gov/education/services/accreditation.html> (view Subject Codes within the Documents section).

Adoption Year: 2026		
Subject Areas	Effective Dates	Related Courses
PK-12 Science and PK-5 Science Content Reading	<b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033	<b>Grades PK-12:</b> Applicable to all courses provided within the subject code heading “ <b>Science</b> ” in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.
PK-12 Health and Physical Education	<b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Health and Nutrition</b> ” and “ <b>Physical Education</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Health and Physical Education</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
PK-12 Vocational Education	<b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Careers/Exploration and Family and Consumer Sciences</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Business Education, Family and Consumer Sciences, Industrial Arts</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.

## Adoption Year: 2027

Subject Areas	Effective Dates	Related Courses
<b>PK-5 English Language Arts</b>	<b>Start:</b> July 1, 2028 <b>End:</b> June 30, 2034	<p><b>Grades PK-5:</b> Applicable to all courses provided within the subject code headings “<b>English Language Arts</b>” or “<b>English Language Learners</b>” in the Oklahoma State Department of Education PK-8 Subject Codes list.</p> <ul style="list-style-type: none"> <li>Materials for the middle (6-8) and high (9-12) school grades are not accepted.</li> </ul>
<b>PK-12 Computer Science and Technology Education</b>	<b>Start:</b> July 1, 2028 <b>End:</b> June 30, 2031	<p><b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “<b>Computer Science</b>”, “<b>Technology Education</b>”, “<b>Keyboarding and Applications</b>” in the Oklahoma State Department of Education PK-8 Subject Codes list.</p> <p><b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “<b>Computer Science and Technology Education</b>” in the Oklahoma State Department of Education 9-12 Subject Codes list.</p>

## Adoption Year: 2028

Subject Areas	Effective Dates	Related Courses
<b>6-12 English Language Arts</b>	<b>Start:</b> July 1, 2029 <b>End:</b> June 30, 2035	<p><b>Grades 6-8:</b> Applicable to all courses provided within the subject code headings “<b>English Language Arts</b>”, “<b>English Language Learners</b>”, “<b>Speech (Not Speech Therapy)</b>”, “<b>Newspaper/Yearbook</b>”, or “<b>Library Science</b>” in the Oklahoma State Department of Education PK-8 Subject Codes list.</p> <ul style="list-style-type: none"> <li>Materials for elementary (PK-5) school grades are not included.</li> </ul> <p><b>Grades 9-12:</b> Applicable to all courses provided within the subject code headings “<b>English Language Arts</b>” or “<b>Speech and Communications</b>” in the Oklahoma State Department of Education 9-12 Subject Codes list.</p>
<b>PK-12 World Languages Other Than English</b>	<b>Start:</b> July 1, 2029 <b>End:</b> June 30, 2035	<b>Grades PK-12:</b> Applicable to all courses provided within the subject code heading “ <b>World Languages Other Than English</b> ” in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.

## Adoption Year: 2029

Subject Areas	Effective Dates	Related Courses
<b>PK-12 Mathematics</b>	<b>Start:</b> July 1, 2030 <b>End:</b> June 30, 2035	<b>Grades PK-12:</b> <u>Applicable to all courses</u> provided within the subject code heading “ <b>Mathematics</b> ” in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.
<b>Early Childhood Education (Comprehensive)</b>	<b>Start:</b> July 1, 2030 <b>End:</b> June 30, 2035	<b>Grades PK-K:</b> <u>Applicable to the courses</u> provided within the subject code heading “ <b>Self-Contained</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list for half-day and full-day Pre-K, Transitional Kindergarten, and Kindergarten. <ul style="list-style-type: none"> <li>● Materials exclusively to a specific subject area for grades PK-K are not included.</li> </ul>

## Adoption Year: 2030

Subject Areas	Effective Dates	Related Courses
<b>PK-12 Computer Science</b>	<b>Start:</b> July 1, 2031 <b>End:</b> June 30, 2034	<b>Grades PK-8:</b> <u>Applicable to all courses</u> provided within the subject code headings “ <b>Computer Science</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> <u>Applicable to all courses</u> provided within the subject code heading “ <b>Computer Science and Technology Education</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>PK-12 Fine Arts</b>	<b>Start:</b> July 1, 2031 <b>End:</b> June 30, 2037	<b>Grades PK-8:</b> <u>Applicable to all courses</u> provided within the subject code headings “ <b>Fine Arts</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> <u>Applicable to all courses</u> provided within the subject code heading “ <b>Arts</b> ”, “ <b>Humanities</b> ”, or “ <b>Music</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>PK-12 Technology Education</b>	<b>Start:</b> July 1, 2031 <b>End:</b> June 30, 2034	<b>Grades PK-8:</b> <u>Applicable to all courses</u> provided within the subject code headings “ <b>Technology Education</b> ” and “ <b>Keyboarding and Applications</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.

		<b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Computer Science and Technology Education</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
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Adoption Year: 2031		
Subject Areas	Effective Dates	Related Courses
<b>PK-12 Social Studies and PK-5 Social Studies Content Reading</b>  <i>*Cycle was suspended during the 2025 review cycle due to the Oklahoma Supreme Court stay – contracts were extended by one year.</i>	<b>Start: pending</b> <b>End: pending</b>	<b>Grades PK-8:</b> Applicable to all courses provided within the subject code headings “ <b>Social Studies and Civics</b> ” in the Oklahoma State Department of Education PK-8 Subject Codes list.  <b>Grades 9-12:</b> Applicable to all courses provided within the subject code heading “ <b>Social Studies</b> ” in the Oklahoma State Department of Education 9-12 Subject Codes list.
<b>Personal Financial Literacy</b>	<b>Start: July 1, 2032</b> <b>End: June 30, 2038</b>	<b>Grades 7-12:</b> Applicable to all courses provided within the subject code heading “ <b>Personal Financial Literacy</b> ” in the Oklahoma State Department of Education PK-8 or 9-12 Subject Codes list.

# Appendix: Sample Course List for Adoption Year 2026

The Appendix is updated annually to reflect sample courses for the upcoming adoption cycle.

Sample Course List for 2026		
Subject Areas	Courses	
PK-12 Science	PK-8 Courses	9-12 Courses
<b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033  Rubric	<b>PK-8 Courses</b> 2254 General Science 2266 Sixth Grade Science 2276 Seventh Grade Science 2286 Eighth Grade Science	<b>9-12 Courses</b> <b>Earth and Space Sciences</b> <i>Eligible for All Diploma Pathways</i> 5121 AP Environmental Science 5020 Astronomy 5061 Earth & Space Science 5120 Environmental Science 5140 Geology 5335 Meteorology <b>Life Sciences</b> <i>Eligible for All Diploma Pathways</i> 5333 Anatomy & Physiology 5035 AP Biology 5031 Biology I (use 5021 and 5022 for Biology IA and IB 1/2 credits, respectively) 5032 Biology II 5038 Biotechnology 5040 Botany 5350 Ecology 5334 Forensic Science 5036 IB Biology 5115 Life Science 5336 Microbiology 5240 Zoology <b>Physical Science</b> 5010 Aeronautics 5055 AP Chemistry 5217 AP Physics C- Electricity and Magnetism 5216 AP Physics C- Mechanics 5213 AP Physics I (Algebra-based) 5214 AP Physics II (Algebra-based) 5051 Chemistry I 5052 Chemistry II 5053 IB Chemistry 5218 IB Physics 5160 Physical Science 5211 Physics I

## Sample Course List for 2026

		<p>5212 Physics II  <b>Science Eligible for All Diploma Pathways</b>  5072 Science-Locally Approved  Science-Locally  5075 Science-Locally Approved  Science-Locally/Regents Approved  <b>Science Electives</b>  <b>Eligible for Elective Credit Only</b>  5110 Electronics  5133 General Science  5023 Pre-Biology I  5070 Principles of Technology</p>
<b>PK- 5 Science Content Reading</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033  Rubric	<b>PK-5 Courses</b> 2254 General Science	
<b>Health / Physical Education</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033  Rubrics	<b>PK-8 Courses</b> 1363 Physical Education 1343 Health/Nutrition 1370 Competitive Athletics	<b>9-12 Courses</b> <b>Eligible for Elective Credit Only</b> 3330 Competitive Athletics 3310 Health 3320 Physical Education
<b>Vocational Education</b>  <b>Start:</b> July 1, 2027 <b>End:</b> June 30, 2033	<b>PK-8 Courses</b> <b>Careers/Exploration</b> 1354 Careers/Exploration <b>Family and Consumer Sciences</b> 1165 Family and Consumer Sciences 1167 Life Management 1168 Teen Ecology 1169 Personal Development	<b>9-12 Courses</b> <b>Business Education</b> <b>Eligible for Elective Credit Only</b> 2401 Accounting I 2402 Accounting II 2403 Business Communications 2405 Business English 2406 Business Law/ Education 2408 Business Mathematics 2409 Business Organization and Management 2410 Careers/ Exploration 2411 Consumer Economics/ Education 2425 Consumer Law 2412 Economics (Business) 2417 Finance (Not for Personal Financial Literacy)

## Sample Course List for 2026

		<p>2413 General Business 2428 IB Business Education 2414 Information Processing 2415 Introduction to Business Technology I 2416 Introduction to Business Technology II 2418 Marketing 2419 Office/ Secretarial Procedures 2420 Recordkeeping</p> <p><b><i>Family and Consumer Sciences</i></b> <b><i>Eligible for Elective Credit Only</i></b></p> <p>3421 Family and Consumer Sciences I 3422 Family and Consumer Sciences II 3423 Family and Consumer Sciences III 3424 Family and Consumer Sciences IV 3410 Family Relations/ Marriage and Family</p> <p><b><i>Industrial Arts</i></b> <b><i>Eligible for Computer Technology Credit for All Diploma Pathways</i></b></p> <p>3580 Aviation Technology I 3581 Aviation Technology II 3582 Aviation Technology III 3583 Aviation Technology IV</p> <p><b><i>Eligible for Elective Credit Only</i></b></p> <p>3511 Architecture I 3512 Architecture II 3521 Auto Mechanics I 3522 Auto Mechanics II 3531 Communications I 3532 Communications II 3541 Construction I 3542 Construction II 3551 Drafting I 3552 Drafting II 3553 Drafting III 3554 Drafting IV 3560 Electric/Electronics 3571 General Technology I 3572 General Technology II 3573 General Technology III 3574 General Technology IV 3621 Manufacturing I 3622 Manufacturing II 3790 Materials and Processes</p>
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## Sample Course List for 2026

		<p>3640 Mechanical Power Systems 3651 Metal Technology I 3652 Metal Technology II 3660 Photography 3671 Printing I 3710 Small Engines 3731 Transportation and Power I 3732 Transportation and Power II 3741 Wood Technology I 3742 Wood Technology II 3743 Wood Technology III 3744 Wood Technology IV</p>
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# OKLAHOMA STATE TEXTBOOK COMMITTEE (STC)

## 2026-2027 Calendar

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Issue “Call for Publisher Bids,” – PK-12 Science, PK-5 Science Content Reading, PK-12 Social Studies, PK-5 Social Studies Content Reading, <a href="#">70 O.S. § 16-101 et seq</a> ; <a href="#">70 O.S. §16-103</a> ; OAC 210:10-15-1 to 10-15-3 9(a); OAC 720:10-3-1, OAC 720:10-9-1	Friday, March 6, 2026
Deadline for “Notice of Intent to Bid” OAC 720:10-9-1	<a href="#">Friday, April 10, 2026</a>
1. Deadline for Out-Of-Cycle Bids <a href="#">70 O.S. § 16-102 (I)</a>	Friday, May 29, 2026
2. <b><u>ORIENTATION AND ORGANIZATION MEETING</u></b> OAC 720:1-1-5	<a href="#">Friday, June 5, 2026</a>
3. Deadline for “Receipt of Publishers’ Bids”	Friday, June 12, 2026
4. <b><u>OPEN AND CONSIDER BIDS/PUBLISHER PRESENTATION MEETINGS</u></b> <a href="#">70 O.S. §16-103</a> ; <a href="#">70 O.S. §16-104</a> ; OAC 210:10-15-1-3; OAC 720:1-1-2; OAC 720:10-3-5	<a href="#">Tuesday - Thursday</a> <a href="#">July 7-10, 2026</a>
5. “Receipt of Sample Bid Items” <a href="#">70 O.S. §16-103</a>	Tuesday, July 7, 2026
6. Deadline for “Receipt of Sample Bid Items” <a href="#">70 O.S. §16-103</a>	Tuesday, July 28, 2026
7. Deadline for public hearing summary request. <a href="#">70 O.S. § 16-102</a> ; <a href="#">70 O.S. §16-102.1</a> ; OAC 720:10-5-2	Friday, September 11, 2026
8. <b><u>[TENTATIVE] MEETING FOR PUBLIC HEARING</u></b> If summaries are received, this meeting must take place by the end of the second week of October. <a href="#">70 O.S. §16-102.1</a> ; OAC 720:10-5-2	<a href="#">Friday, October 2, 2026</a>
9. <b><u>MEETING TO VOTE ON CONTENT REVIEWS OF BID ITEMS FOR LIST: 2027-2028 SUBJECT CYCLE APPROVAL; 2026 REGULAR MEETING ADOPTION.</u></b> <a href="#">25 O.S. § 311</a> ; <a href="#">70 O.S. §16-104</a> ; <a href="#">70 O.S. §16-110</a> ; <a href="#">74 O.S. §3106.2</a>	<a href="#">Friday, November 20, 2026</a>
10. Issue “Call for Substitutions” <a href="#">70 O.S. §16-107</a> ; OAC 720:10-5-6	Friday, December 4, 2026
11. Deadline for “Notice of Intent to Substitute” and “Receipt of Bids and Books to Substitute” from publishers. <a href="#">70 O.S. §16-107</a> OAC 720: 10-5-6	Friday, January 2, 2027
12. <b><u>MEETING TO VOTE ON SUBSTITUTION BID ITEMS; VICE-CHAIR ELECTION, CONTENT REVIEW TEAM RUBRICS, &amp; BLANK APPLICATION OF TEAM MEMBERS</u></b> <a href="#">70 O.S. § 16-101</a> ; <a href="#">70 O.S. §16-102(E), (F)</a> ; <a href="#">70 O.S. §16-107</a> ; OAC 720:10-1-2(1); OAC 720: 10-5-6	<a href="#">Friday, February 5, 2027</a>
13. Issue “Call for Publisher Bids,” PK-12 ELA, PK-12 PE / Health, 9-12 Vocational Education, PK-12 Computer Science and Technology Education <a href="#">70 O.S. §16-101 et.seq</a> ; <a href="#">70 O.S. §16-103</a> ; OAC 210:10-15-1-3; OAC 720:10-9-1; OAC 720:10-3-1	Friday, March 5, 2027
14. Publisher’s Deadline for “Notice of Intent to Bid” OAC 720:10-9-1	Friday, April 2, 2027
15. Deadline for Out-Of-Cycle Bids <a href="#">70 O.S. § 16-102</a>	Friday, May 28, 2027
16. <b><u>ORIENTATION AND ORGANIZATION MEETING</u></b> OAC 720:1-1-5	<a href="#">Friday, June 4, 2027</a>
17. Deadline for “Receipt of Publishers’ Bids”	Friday, June 11, 2027

All meetings begin at 10 a.m. at the Oliver Hodge Education Building, Board Room, 2500 N. Lincoln Blvd., Oklahoma City, Oklahoma 73105, unless posted otherwise. **Bold, underlined items** indicate meetings.

**NOTE – All deadline items are due by 11:59 a.m. Central time on the listed date.**

# OKLAHOMA STATE TEXTBOOK COMMITTEE (STC)

## 2026-2027 Calendar

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Deadline for “Notice of Intent to Bid” OAC 720:10-9-1	Friday, April 3, 2026
1. Deadline for Out-Of-Cycle Bids <a href="#">70 O.S. § 16-102 (1)</a>	Friday, May 29, 2026
2. <b><u>ORIENTATION AND ORGANIZATION MEETING</u></b> OAC 720:1-1-5	<b><u>Friday, June 5, 2026</u></b>
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