



High-Quality Instructional Materials

OFFICE OF STANDARDS AND LEARNING
PK-12 FINE ARTS / ALFRED INSTRUMENTAL



Grades PK-12 Fine Arts 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 structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards for Fine Arts and other criteria for high-quality instructional materials for fine arts. 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**. Each Indicator is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality, typically using a 0-1-2 or 0-2-4 scale score. A few unique indicators have different scale scores, including 0-1 and 0-1-2-3. Additionally, **Priority Indicators** are indicated pink shading as they have been deemed most essential to a quality program.

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 (☒).

Gateway 1 Alignment to the Standards and Artistic Processes	Exemplifies Quality →	Gateway 2 Teacher Supports and Assessment	Exemplifies Quality →	Gateway 3 Usability, Access, and Intentional Design
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ☒		Not Representing Quality ☒	

Title of Material(s)	Alfred Instrumental	Grade(s) Evaluated	6 th – 12 th Grade
Publisher	Alfred Publishing, LLC	Reviewer	Performance Fine Arts Review Team

Review Summary

Gateway	Criterion	Score	Rating
1 Alignment to the Standards and Artistic Processes	1.1 Alignment to the Standards	10 / 12	Exemplifies
	1.2 Artistic Processes	4 / 8	Not Representing
	Gateway 1 Sub-Total	14 / 20	Approaching
2 Teacher Supports and Assessment	2.1 Teacher Supports	6 / 12	Not Representing
	2.2 Assessment	0 / 12	Not Representing
	Gateway 2 Sub-Total	6 / 24	Not Representing
3 Usability, Access, and Intentional Design	3.1 Usability, Access	/ 16	
	3.2 Intentional Design	/ 14	
	Gateway 3 Sub-Total	___ / 30	
4 Statutory and Regulatory Fidelity	4.1 70 O.S. 24-157	8 / 8	Exemplifies
	4.2 OAC 720:10-5-3	13 / 13	Exemplifies
	Gateway 4 Sub-Total	21 / 21	Exemplifies

The State Textbook Committee (STC) has assigned Alfred Publishing a rating of Approaching Quality in the content areas of Instrumental, Piano, Theory, and Vocal. After reviewing these materials, the STC determined they meet quality standards and voted to change the designation to ensure schools have access to these resources.

Districts are encouraged to use the provided rubrics to make informed decisions about program adoption for their schools.

Total Score

41 / 95

Final Rating

Approaching

Gateway 1: Alignment to the Standards and Artistic Processes

Criterion	Indicators	Available Points
1.1: Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Oklahoma Academic Standards for Fine Arts.	1a-1d	12
1.2: Artistic Processes Materials should support the artistic processes of creating, performing/producing, connecting/cultural and historical perspectives, and responding/aesthetic response and critique methodologies to cultivate authentic student engagement.	1e-1h	8
		20

Criterion 1.1 Alignment to the Standards Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Oklahoma Academic Standards for Fine Arts.			
Indicators	Guiding Questions	Score	Comments
1a. Materials support instruction of the Oklahoma Academic Standards for Fine Arts.	<p>Do the materials present a level of sophistication appropriate to meet the full intent of the Oklahoma Academic Standards for Fine Arts?</p> <p>Are the materials coherent in regard to both artistic domain and genre?</p>	<p>0 1 2</p> <p>1 out of 2</p>	Sound Innovations follows traditional methods, focusing on musical skills without artistic practice or specific lesson guidance. The materials meet most of the Oklahoma Academic Standards for Fine Arts with a clear progression in notes, rhythms, and skills and include practice and play-along audio accompaniments for coherence in artistic domain and genre. The books cover techniques and theories with increasing difficulty. Teachers would need to supplement the 'responding' element of OAS.
1b. Materials support student creative and artistic expression as outlined by the Oklahoma Academic Standards for Fine Arts.	<p>How do materials encourage student creative and artistic expression and problem solving?</p> <p>How do materials support students in cultivating skills of analysis, interpretation, or evaluation of artistic works?</p>	<p>0 1 2</p> <p>1 out of 2</p>	Sound Innovations focuses on skill and technique with minimal student expression and lacks opportunities for composing and improvising. Artistic expression is delayed until the end, with analysis and evaluation left to the teacher. Students use the books to complete exercises and analyze musical elements but have limited creative expression, mainly through solo choices.
1c. Materials develop student artistic skills and fluencies appropriate to the grade level, as outlined by the Oklahoma Academic Standards for Fine Arts.	<p>How do materials provide support for students to engage in and develop a variety of artistic skills or techniques?</p> <p>How do the materials make meaningful connections to prior student learning or experiences?</p>	<p>0 2 4</p> <p>4 out of 4</p>	Sound Innovations follows traditional methods, focusing on music reading and skill development. The books progress in difficulty, covering technique and theory with well-known songs and sequential lessons. While artistic skills are discussed, students primarily assess their understanding of each level. The materials support artistic development through personal interpretation and self-reflection using practice and play-along audio accompaniments.
1d. Materials engage students in the content and skills outlined in the Oklahoma Academic Standards for Fine Arts.	<p>How are students engaged with learning?</p> <p>How do the materials make intentional inclusion of student voice and choice?</p>	<p>0 2 4</p> <p>4 out of 4</p>	Students engage with learning by actively participating in lessons, playing along with the teacher or a CD while completing workbooks, and working toward performing pieces independently. They benefit from method books, master classes with expert musicians, and play-along sessions. While the materials offer limited lesson choices, they provide a variety of songs for customization based on preferred genres, fostering some student voice and choice.
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Representing Quality: 0-6	10 / 12	EXEMPLIFIES

Criterion 1.2 Artistic Processes		Materials should support the artistic processes of creating, performing/producing, connecting/cultural and historical perspectives, and responding/aesthetic response and critique methodologies to cultivate authentic student engagement.	
Indicators	Guiding Questions	Score	Comments
1e. CREATING Materials support students to create new artistic ideas and work.	<p>How do the materials support students to generate, organize, develop, and refine their personal artistic ideas?</p> <p>How do the materials support students in understanding the language of their art form (e.g., notation, vocabulary, techniques, or certain artistic practices)?</p>	<p>0 1 2</p> <p>1 out of 2</p>	Sound Innovations supports understanding of notation, vocabulary, and techniques, enabling students to apply their learning to new concepts. The materials focus on building instrument-specific skills but lack exploratory lessons and personal artistic creation opportunities. Suggested improvements include incorporating more discovery-based lessons.
1f. PERFORMING/PRODUCING Materials support realization of artistic ideas through student performance or production.	<p>How do the materials support students' development and refinement of artistic techniques through presentation, analysis, and feedback?</p> <p>How do the materials encourage opportunities for students to convey meaning through performance and production?</p>	<p>0 1 2</p> <p>1 out of 2</p>	Students develop and refine artistic techniques through the materials, but the lack of specific analysis requires teacher-led feedback and discussion to explore the meaning behind each piece. While the materials include master classes and listening opportunities with professionals, they do not emphasize conveying meaning through performance and production. Suggested improvements include incorporating inquiry activities for student analysis and providing more guidance for teachers to facilitate deeper understanding and expression of meaning in performances.
1g. RESPONDING/ AESTHETIC RESPONSE AND CRITIQUE METHODOLOGIES Materials provide opportunities for students to respond to artistic work through perception, analysis, interpretation, and evaluation.	<p>How do the materials allow for students to perceive and analyze/critique artistic work of their own, their peers, and other artists?</p> <p>Do materials provide scaffolds and support for students to interpret intent and meaning in artistic work?</p>	<p>0 1 2</p> <p>1 out of 2</p>	Sound Innovations provides scaffolding for student progress but lacks performance rubrics. Teachers would have to create and facilitate self- and peer analysis. While they include some listening and emulation exercises, interpretation and meaning are not addressed.
1h. CONNECTING/ CULTURAL AND HISTORICAL PERSPECTIVES Materials provide opportunities for students to connect artistic ideas and work with personal meaning and external context.	<p>How do materials encourage students to synthesize and relate knowledge or personal experiences to art-making?</p> <p>Do materials include societal, cultural or historical context (including Oklahoma context) to deepen artistic literacy and understanding?</p>	<p>0 1 2</p> <p>1 out of 2</p>	Sound Innovations features societal and cultural songs, which can encourage students to synthesize and relate their personal experiences to artmaking. However, the limited background information requires teachers to research and provide additional context, including Oklahoma-specific content. The materials predominantly focus on Western European traditions and performance skills, with few descriptions of the music's history. To deepen artistic literacy and understanding, materials could be improved by adding historical context and incorporating

			contemporary music, which would enrich students' engagement with the art.
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4	4 / 8	NOT REPRESENTING

Gateway 1 Points Available		Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
20	Exemplifies Quality: 16-20		14 / 20	APPROACHING
	Approaching Quality: 11-15			
	Not Representing Quality: 0-10			
Gateway 1 Comments				
Sound Innovations follows traditional methods that emphasize musical skills, focusing on music reading and technique development while generally meeting Oklahoma Academic Standards for Fine Arts. The materials provide a clear progression in notes, rhythms, and skills, along with practice and play-along audio accompaniments for coherence across artistic domains. However, they limit student expression and creativity, deferring artistic expression until the end and leaving analysis to the teacher. While students engage by playing along with the teacher or a CD and work toward independent performances, they have minimal opportunities for composing and improvising, with creative expression mainly through solo choices. The materials support understanding of notation, vocabulary, and techniques, enabling students to build instrument-specific skills, but lack exploratory lessons and personal artistic creation, indicating a need for discovery-based activities. The absence of specific analysis necessitates teacher-led feedback and discussion to explore meaning, and although master classes and listening opportunities are included, there is little emphasis on conveying meaning through performance. Suggested improvements include incorporating inquiry activities, providing more guidance for teachers, and adding performance rubrics for self and peer analysis. While the materials feature societal and cultural songs that encourage personal connections to artmaking, limited background information requires additional research, particularly regarding Oklahoma-specific content. The focus on Western European traditions and the lack of historical context highlights the need for enhancements, such as incorporating historical descriptions and contemporary music to deepen artistic literacy and enrich student engagement.				

Gateway 2: Teacher Supports and Assessment

Gateway 2 examines teacher support as they interact with the material through both active teaching and assessment.

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

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

Gateway 2 Overview		
Criterion	Indicators	Available Points
2.1: Teacher Supports The materials include opportunities for teachers to effectively plan and utilize materials with integrity to further develop their own understanding of the content. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students.	2a-2d	12
2.2: Assessment Instructional materials include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span of arts education.	2e-2h	12
		24

Criterion 2.1 Teacher Supports	The materials include opportunities for teachers to effectively plan and utilize materials with integrity to further develop their own understanding of the content. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students.		
Indicators	Guiding Questions	Score	Comments
2a. Materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials to support students' learning and development.	<p>Do the materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials?</p> <p>Do the materials engage students to guide their artistic, creative, and technical development?</p>	<p>0 2 4 2 out of 4</p>	Alfred's Sound Innovation books are designed for student use without teacher annotations or guidance. The materials follow standard instrumental methodologies and systematically present content. While the lack of teacher editions means there are no specific resources for educators, the books include a variety of music with helpful hints and interesting facts, as well as accompaniments for each song.
2b. Materials contain adult level explanations so that teachers can improve their own knowledge of the fine arts subject (e.g., videos that model instructional practices and strategies, guidance for professional learning supports).	<p>Do the materials contain adult-level explanations?</p> <p>Do the materials include examples of more complex concepts or skills so teachers can improve their knowledge of the fine arts subject?</p>	<p>0 1 2 1 out of 2</p>	The books use adult-level explanations and vocabulary for student learning. There are no instructional videos or lesson directions for teachers. The materials do not provide additional explanations to enhance teachers' understanding of instrumental music.
2c. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.	<p>Do the materials provide explanations of the instructional approaches appropriate to the fine arts subject?</p> <p>Do the materials identify research-based strategies?</p>	<p>0 1 2 1 out of 2</p>	Alfred's Sound Innovations follows standard sequencing for learning an instrument and aligns with current practices, though it lacks clear research connections. The materials include information for learning notes, hand placement, and rhythms, but these are presented as exercises without explicit teaching strategies. The forward mentions a teacher's handbook, which was not available for review.
2d. Materials provide strategies and supports for students in special populations to work with grade-level/course-level content and to meet grade- or skill-level standards that will support their regular and active participation.	<p>Do materials provide differentiation support to engage all students in the arts content?</p> <p>Do the materials include overarching guidance on strategies and accommodations for special populations?</p>	<p>0 1 2 0 out of 2</p>	Alfred's Sound Innovations assumes able-bodied learners and lacks instructions for addressing various physiological and developmental needs. Differentiation techniques are not included, placing the responsibility on teachers to make necessary modifications. It's possible that these supports are in the teacher handbook, but it was not included as part of the review.

2e. Materials regularly provide extensions to engage with concepts or skills at greater depth for students who read, write, speak, listen, or perform artistic skills above grade- or skill-level.	Do materials suggest strategies and support for students' exploration of grade- or skill-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning?	0 1 2 2 out of 2	Alfred's Sound Innovations series consists of multiple books that progressively increase in difficulty, allowing students to advance at their own pace and potentially enabling extension activities and complexity challenges. The materials emphasize critical thinking and complexity, which are essential for learning an instrument. Supplemental content, including downloadable resources and online recordings, supports home practice and encourages students to explore skill-level content at a higher complexity.
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Representing Quality: 0-6	6 / 12	NOT REPRESENTING

Criterion 2.2 Assessments	Instructional materials include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do, while also providing guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with discipline-specific assessment practices at each grade level or grade span necessary to prepare all students for success in later grade-level or grade-span of arts education.		
Indicators	Guiding Questions	Score	Comments
2f. Assessments are aligned to the standards and provide a continuum of assessments: formative, summative, performance-based, and self-assessment measures.	Are assessments aligned to the standards? Are multiple types of assessments provided?	0 2 4 0 out of 4	Alfred's instrumental materials lack explicit assessments and do not clearly correlate with standards, though this may differ in the teacher handbook. While small exercises could serve as informal assessments, formal playing assessments are assumed rather than stated. Band and orchestra students usually complete regular playing tests, which may explain the absence of listed assessments in the method books.
2g. Materials include a variety of age-appropriate assessment methods: rubrics, verbal and written peer or teacher feedback, video and performance analysis, reflective journaling, personal portfolios, etc.	Do materials include various methods of assessment specific to the art form? Are the assessments age-appropriate?	0 2 4 0 out of 4	Alfred's instrumental materials assume playing skills for assessment and lack clear, age-aligned evaluations. Suggested improvements include assessments and exercises related to performance and broader music concepts. Overall, the materials do not define assessment methods.

2h. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	Do materials support the usage of a variety of accommodations (alterations of timing, setting, presentation, and response) that allow the student to demonstrate their knowledge, skills, and abilities? Are students presented with tasks that have more than one method or approach?	0 1 2 0 out of 2	Alfred's instrumental materials assume able-bodied students and do not provide accommodations or assessments. Suggested improvements include adding accommodations for diverse needs and developmental levels. Currently, the materials do not support varied approaches for students to complete tasks.
2i. The materials provide explicit guidance for teachers to use evidence of student performance to assess their progress toward proficiency and to adjust instruction continually in ways that support and extend learning.	Do materials include scoring guidance (e.g., rubrics, anchors) and best practices for the art form? Does guidance include support for teachers to adjust instruction and suggestions for follow-up?	0 1 2 0 out of 2	There are no supports for teachers regarding scoring guidance, adjusting instruction, or ideas for follow-up. The materials do not include rubrics. Suggested improvements would be to include rubrics, anchors, and connections to standards and best practices for assessment.
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10-12 Approaching Quality: 7-9 Not Representing Quality: 0-6	0 / 12	NOT REPRESENTING

Gateway 2 Points Available		Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
24	Exemplifies Quality: 19-24	6 / 24	NOT REPRESENTING	
	Approaching Quality: 13-18			
	Not Representing Quality: 0-12			
Gateway 2 Comments				
Alfred's Sound Innovations books are designed for student use with adult-level explanations, but they lack teacher annotations, guidance, and explicit teaching strategies. The materials follow standard instrumental methodologies, offering music, helpful hints, and accompaniments, but do not provide differentiation techniques or accommodations, assuming able-bodied learners. Assessments are non-existent, with no rubrics or clear alignment to standards, though informal assessments could be inferred from small exercises. Formal evaluations are assumed rather than explicitly outlined. A teacher's handbook is mentioned but was not available for review, leaving gaps in support for both teachers and for diverse student needs. Suggested improvements include adding rubrics, explicit assessments, accommodations, and better alignment with standards to enhance instructional support.				

Gateway 3: Usability, Access, and Intentional Design

Materials support teachers to fully utilize the curriculum, understand the skills and learning of students, and support a range of teachers and 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
3.1: Usability and Access Materials support teachers with clear directions, supply lists, navigational tools, and flexibility in sequencing and pacing. Materials also provide strategies for communication with stakeholders.	3a-3f	16
3.2: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	3g-3j	14
		30

Criterion 3.1 Usability and Access		Materials support teachers with clear directions, supply lists, navigational tools, and flexibility in sequencing and pacing. Materials also provide strategies for communication with stakeholders.	
Indicators	Guiding Questions	Score	Comments
3a. The materials include clear directions, goals and expectations that are provided, explained, and demonstrated in multiple ways for the lesson.	Do the teacher materials provide explicit directions that are easy for a teacher to understand and implement? Are the goals and expectations explained and demonstrated in multiple ways?	0 2 4 __ out of 4	
3b. Materials provide a list of suggestions for all required and supplemental supplies for instructional activities (e.g., handouts, music, images, instruments, tools, recordings, videos, etc.) and indicate when supplies may be needed.	Do the instructional materials provide or include suggestions for supplemental supplies? Do the materials clearly indicate when supplies are needed?	0 2 4 __ out of 4	
3c. The materials include indices and navigational tools that allow the teacher to find resources in a variety of ways (i.e., by concept, title, creator/composer/performer, era, geography, etc.).	Are there indices and navigational tools which allow the teacher to easily locate specific resources?	0 1 2 __ out of 2	
3d. The materials allow for flexibility in adaptation and are capable of being changed by altering sequencing, pacing, and open to some interpretations in how and under what circumstances content is taught.	Do the materials allow for flexibility depending on how often instruction occurs, the length of instruction, etc.?	0 2 4 __ out of 4	
3e. Materials provide strategies for informing all stakeholders, including students and guardians, about the program and suggestions for how they can help support student progress and achievement.	Do the materials provide strategies for informing all stakeholders about the program? Do the materials provide teachers suggestions for how they can help support student progress and achievement?	0 1 2 __ out of 2	
Criterion 3.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13-16 Approaching Quality: 9-12 Not Representing Quality: 0-8	__ / 16	

Criterion 3.2 Intentional Design		Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	
Indicators	Guiding Questions	Score	Comments

3f. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects in ways that engage students in the arts subject.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in the arts subject?	0 2 4 __ out of 4	
3g. Materials include or reference digital technology that provides opportunities for students to collaborate with each other.	Do digital materials provide opportunities for students to collaborate with each other?	0 1 2 __ out of 2	
3h. The visual design (whether in print or digital) supports students in engaging thoughtfully with the arts subject.	Does visual design support student learning and engagement?	0 2 4 __ out of 4	
3i. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	0 2 4 __ out of 4	
Criterion 3.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	__ / 14	

Gateway 3 Points Available	Rating Levels	Gateway 3 Points Achieved	Gateway 3 Rating
30	Exemplifies Quality: 23-30	_ / 30	
	Approaching Quality: 16-22		
	Not Representing Quality: 0-15		
Gateway 3 Comments			

Gateway 4: Statutory and Regulatory Fidelity

Gateway 4 examines the statutory and regulatory fidelity of the program.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators to each criterion. **If the reviewer response is Yes, then score 0 points. If the reviewer response is No, then score 1 point.**

Gateway 4 Overview		
Criterion	Indicators	Available Points
Criterion 4.1: Materials align with Oklahoma statute 70 O.S. § 24-157.	4a-4h	8
Criterion 4.2: Materials align with Oklahoma Administrative Code 720:10-5-3.	4i-4u	13
		21

Criterion 4.1 Statutory and Regulatory Fidelity	Oklahoma statute 70 O.S. § 24-157	
Indicators	Score	Comments
4a. Do the instructional materials teach or promote the idea that one race or sex is inherently superior to another race or sex?	0 1 1 out of 1	
4b. Do the instructional materials teach or promote the idea that an individual, by virtue of his or her race or sex, is inherently racist, sexist or oppressive, whether consciously or unconsciously?	0 1 1 out of 1	

4c. Do the instructional materials teach or promote the idea that an individual should be discriminated against or receive adverse treatment solely or partly because of his or her race or sex?	0 1 1 out of 1		
4d. Do the instructional materials teach or promote the idea that members of one race or sex cannot and should not attempt to treat others without respect to race or sex?	0 1 1 out of 1		
4e. Do the instructional materials teach or promote the idea that an individual’s moral character is necessarily determined by his or her race or sex?	0 1 1 out of 1		
4f. Do the instructional materials teach or promote the idea that an individual, by virtue of his or her race or sex, bears responsibility for actions committed in the past by other members of the same race or sex?	0 1 1 out of 1		
4g. Do the instructional materials teach or promote the idea that any individual should feel discomfort, guilt, anguish or any other form of psychological distress on account of his or her race or sex?	0 1 1 out of 1		
4h. Do the instructional materials teach or promote the idea that meritocracy or traits such as a hard work ethic are racist or sexist or were created by members of a particular race to oppress members of another race?	0 1 1 out of 1		
Criterion 4.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 7-8 Approaching Quality: 5-6 Not Representing Quality: 0-4	8 / 8	EXEMPLIFIES

Criterion 4.2 Statutory and Regulatory Fidelity		Oklahoma Administrative Code 720:10-5-3
Indicator	Score	Comments
4i. Are the instructional materials subjective in content and partial in interpretations?	0 1 1 out of 1	
4j. Do the instructional materials encourage or condone civil disorder, social strife, or disregard for the law?	0 1 1 out of 1	
4k. Do the instructional materials degrade or avoid teaching, where appropriate, high moral standards, including: <ul style="list-style-type: none"> Honesty? Respect for parents, teachers, and those properly in authority? The importance of the work ethic in achieving personal goals? The existence of absolute values of right and wrong? 	0 1 1 out of 1	
4l. Do the instructional materials de-emphasize or play down the importance of the family as the core of American society, and do they degrade traditional roles of men and women, boys and girls?	0 1 1 out of 1	
4m. Do the instructional materials exclude or undermine the principles of the free enterprise system and the effectiveness of the free enterprise system?	0 1 1 out of 1	
4n. Do the instructional materials include extraneous material unrelated to the subject of the textbook, negatively impacting the intellectual development of the child's instruction in reading, writing and arithmetic?	0 1 1 out of 1	
4o. Are the instructional materials designed to neglect or suppress an awareness of the religious and classical culture of the western world and its significance to the preservation of the liberties of the American people?	0 1 1 out of 1	
4p. Do the instructional materials present imbalanced and nonfactual treatments to controversial, political, and social movements with biased editorial judgments?	0 1 1 out of 1	
4q. Do the instructional materials promote: <ul style="list-style-type: none"> Illegal lifestyles? Illegal sexual behavior? Sadistic behavior? Degrading behavior? 	0 1 1 out of 1	

4r. Do the instructional materials include blatantly offensive language or illustrations?		0 1 1 out of 1	
4s. Do the instructional materials include violence for reasons of excitement, sensationalism or as an excuse for relevance? <ul style="list-style-type: none">If violence does appear in the instructional materials, do the instructional materials treat the violence without context of cause or consequence?		0 1 1 out of 1	
4t. Do the instructional materials treat the subject of historical origins of humankind in a subjective and biased manner?		0 1 1 out of 1	
4u. Do the instructional materials invade the privacy of the pupils or the pupils' parents?		0 1 1 out of 1	
Criterion 4.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10-13 Approaching Quality: 7-9 Not Representing Quality: 0-6	13 / 13	EXEMPLIFIES

Gateway 4 Points Available	Rating Levels	Gateway 4 Points Achieved	Gateway 4 Rating
21	Exemplifies Quality: 16-21	21 / 21	EXEMPLIFIES
	Approaching Quality: 11-15		
	Not Representing Quality: 0-10		
Gateway 4 Comments			