High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION

OKLAHOMA
Education

Oklahoma Early Elementary (Grades PK-2) English Language 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 English Language Arts (ELA) (OAS), specifically Early Elementary (PK-2) , and other criteria for high-quality instructional materials for ELA. The evaluation rubric includes key considerations for high-quality instructional materials and outlines four **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding/Key Questions**. Additionally, **Priority Indicators** are indicated with an asterisk (*) in an effort to draw reviewers' attention to aspects of the reviewed materials that will likely need to be supplemented if the given instructional materials are adopted. Each **Indicator** is evaluated as Does Not Represent Quality, Approaching Quality, or Exemplifies Quality using a 0-1-2 or 0-2-4 scale score.

The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted to not move forward with reviewing the other Gateways.

- ❏ **Gateway 1:** Text Quality and Complexity and Alignment to the Standards
  - ❏ Advance to Gateway 2 only if it Exemplifies Quality or is Approaching Quality.
- ❏ **Gateway 2:** Building Knowledge with Texts, Vocabulary, and Tasks
  - ❏ Advance to Gateway 3 only if it Exemplifies Quality or is Approaching Quality.
- ❏ **Gateway 3:** Usability

Remember to focus on what is present in the instructional materials and any supplemental resources rather than what might be inferred. All scores should be based on evidence observed from the instructional materials themselves.

Review Summary	Criterion	Score	Rating
Gateway 1: Text Quality and Complexity and Alignment to the Standards	1.1		
	1.2		
	1.3		
	Sub-Total		
Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks	2.1		
	2.2		
	Sub-Total		
Gateway 3: Usability	3.1		
	3.2		
	Sub-Total		

Overall Rating **Exemplifies Quality:** All Gateways are Met **Approaching Quality:** All Gateways are Approaching Quality or Better **Not Representing Quality:** Any Gateway is Below Approaching Quality	Total Score	Final Rating

Gateway 1: Text Quality and Complexity and Alignment to the Standards

High-quality instructional materials for English Language Arts (ELA) that are aligned to the OAS include high-quality texts which are: the central focus of lessons, at the appropriate grade level text complexity, and accompanied by quality tasks aligned to the college and career-ready standards of reading, writing, speaking, listening, and language in service to grow literacy skills.

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

Gateway 1 Overview	Available Points
Criterion 1.1: Text Quality and Complexity **Indicators 1a-1f** Texts are worthy of students' time and attention: texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading	16
Criterion 1.2: Alignment to the Standards with Questions and Tasks Grounded in Evidence **Indicators 1g-1n** Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.	22
Criterion 1.3: Foundational Skills Development **Indicators 1o - 1v** Materials in reading, writing, speaking, listening, and language targeted to support foundational reading development are aligned to the standards.	24-32
Total Available Points in Gateway 1	62-70

Criterion 1.1 Text Quality and Complexity	Texts are worthy of students' time and attention; texts are of quality and are rigorous, meeting the text complexity criteria for each grade. Materials support students' advancing toward independent reading.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
1a. Anchor texts are of high quality, worthy of careful reading, and consider a range of student interests. This does not include decodables. These are identified in Criterion 1.3.	Are the texts worthy of students' time and attention?	0 1 2	
***1b. Anchor texts 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.** This does not include decodables. Those are identified in Criterion 1.3.	Do texts portray various demographics and personal characteristics in a manner that is respectful, accurate, and reflects the diversity within classrooms?	0 2 4	
1c. Materials reflect the variety of text types and genres required by the standards at each grade level. This does not include decodables. Those are identified in Criterion 1.3.	Do the materials reflect a balance of informational and literary reading selections?	0 1 2	
***1d. Core/Anchor texts have the appropriate level of complexity for the grade according to documented quantitative analysis, qualitative analysis, and relationship to their associated student task. Documentation should also include a rationale for educational purpose and placement in the grade level.**	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level and is a text complexity analysis provided?	0 2 4	

1e. Series of texts should be at a variety of complexity levels appropriate for the grade band to support students' literacy growth over the course of the school year.	Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?	0 1 2	
1f. Materials provide opportunities for students to engage in a volume and variety of reading to support their reading skills at grade level by the end of the school year, including accountability structures for independent reading. This does not include decodables. Those are identified in Criterion 1.3.	Are students reading a volume and variety of texts both through interacting with the teacher and/or classmates or independently in school or outside of the classroom?	0 1 2	

	Sub-Total	Rating Levels	Rating
Criterion 1.1 Summary	**/ 16**	**Exemplifies Quality:** 13-16 **Approaching Quality:** 9-12 **Does Not Represent Quality:** 0-8	

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Criterion 1.2 Alignment to the Standards with Questions and Tasks Grounded in Evidence	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*1g. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly (drawing on textual evidence to support both what is explicit as well as valid inferences from the text).	Are roughly 80% or more of the questions, tasks, and assignments connected to texts and require the use of the text to answer?	0 2 4	
1h. Materials provide frequent opportunities and protocols that align to grade-level Listening and Speaking standards.	Are discussions and speaking/questioning protocols accompanied by a year-long approach to developing skills over the course of the school year?	0 1 2	
1i. Materials support students' listening and speaking about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	How much instructional time is dedicated to students practicing and applying speaking and listening skills?	0 1 2	
1j. Materials include a mix of on-demand and varied writing process tasks (e.g., multiple drafts, revisions over time) incorporating digital resources where appropriate.	Do materials include on-demand and process writing tasks?	0 1 2	
*1k. Materials provide opportunities for students to address different text types of writing that reflect the distribution required by the standards.	Do the materials include a range of writing text types/genres/modes appropriate for the grade level?	0 2 4	

1l. Materials include explicit instruction and regular opportunities for discussions and writing to support recall of information, opinions with reasons, and relevant information appropriate for the grade level.	How frequently do students engage in discussions and writing requiring them to draw evidence directly from a reading?	0 1 2	
1m. Materials include explicit instruction of the grade-level grammar and usage standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for all grade-level grammar and usage standards?	0 1 2	
*1n. Materials include a cohesive, year-long plan for students to interact with and build key academic vocabulary words in and across texts.	How is vocabulary development attended to in everyday instruction?	0 2 4	
		Sub-Total	**Rating Levels**	**Rating**

	Sub-Total	**Rating Levels**	**Rating**
Criterion 1.2 Summary	**/ 22**	**Exemplifies Quality:** 18-22 **Approaching Quality:** 12-17 **Does Not Represent Quality:** 0-11	

Criterion 1.3 Foundational Skills Development	Materials in reading, writing, speaking, listening, and language targeted to support foundation reading development are aligned to the standards.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*1o. Materials, questions, and tasks directly teach foundational skills to build reading acquisition by providing systematic and explicit instruction in the alphabetic principle, letter-sound relationships, phonemic awareness, and phonological awareness (PK-1), and phonics (K-2) that demonstrate a transparent and research-based progression for application both in and out of context.	How do the materials provide explicit instruction and regular practice of phonological awareness and phonics learning?		
1o*i*. Explicit instruction in phonological and phonemic awareness (PK-1) and phonics (K-2).		0 2 4	
1o*ii*. Phonological awareness follows a research-based continuum (PK-1).		0 2 4	
1o*iii*. Phonics demonstrated with a research-based progression of skills (K-2).		0 2 4	
1o*iv*. Decode and encode common and additional vowel teams (Grade 2).		0 2 4	
1p. Materials, questions, and tasks provide explicit instruction for and regular practice to address the acquisition of print concepts, including alphabetic knowledge, directionality, and function (PK-1), structures and features of text (1-2).	What instructional strategies are used to teach print concepts?	0 1 2	
1q. Materials include systematic instruction of high-frequency words and sufficient opportunities to practice reading of high-frequency words to develop automaticity.	How do materials provide systematic, explicit instruction of high-frequency words and practice opportunities in order for students to develop automaticity?	0 1 2	

*1r. Instructional opportunities are frequently built into the materials for students to practice and gain decoding automaticity (K-1). Opportunities are built into the materials for systematic, evidence-based, explicit instruction in fluency, once accuracy is secure (Grades 1-2).	What opportunities are present in the instructional materials for students to develop and gain decoding automaticity? How do the instructional materials provide opportunities for students to practice and achieve reading fluency in oral and silent reading?	0 2 4	
1s. Materials, questions, and tasks provide practice of word recognition and analysis skills in a research-based progression in connected text and tasks.	What is the sequential instruction of word recognition and word analysis and how do the materials provide opportunities for students to practice words within tasks and texts?	0 1 2	
*1t. Materials support ongoing and frequent assessment to determine student mastery and inform meaningful differentiation of foundational skills, including a clear and specific protocol as to how students performing below standard on these assessments will be supported.	What assessment measures are included for foundational skills? What directions are provided to the teacher for remediation and enrichment, as needed?	0 2 4	
1u. Materials, questions, and tasks provide high-quality lessons and activities that allow for differentiation of foundational skills, so all students achieve mastery of foundational skills.	How are foundational skills lessons and activities differentiated for students?	0 1 2	
*1v. Materials include decodable texts aligned to the phonics patterns and high-frequency words scope and sequence in order for students to practice authentic application of newly learned decoding and word recognition skills.	Are the decodable texts provided aligned to the scope and sequence of newly taught phonics patterns and high-frequency words?	0 2 4	

Criterion 1.3 Summary* *Total Available Points Vary by Grade-Level	Sub-Total	Rating Levels	Rating
	/ 24 (PK) /32 (K-2)	**Exemplifies Quality:** 20-24 (PK); 26-32 (K-2) **Approaching Quality:** 13-19 (PK); 17-25 (K-2) **Does Not Represent Quality:** 0-12 (PK); 0-16 (K-2)	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieve	Gateway 1 Rating
Pre-Kindergarten: 62 Kindergarten - 2nd Grade: 70	**Exemplifies Quality:** ● PreK: 50 - 62 ● K-2: 56 - 70 **Approaching Quality:** ● PreK: 32 - 49 ● K-2: 36 - 55 **Does Not Represent Quality:** ● PreK: 0 - 31 ● K-2: 0 - 35		
Gateway 1 Comments			

Gateway 2: Building Knowledge with Texts, Vocabulary, and Tasks

Gateway 2 examines how materials build knowledge through integrated reading, writing, speaking, listening, and language. 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	Available Points
Criterion 2.1: Building Knowledge **Indicators 2a-2f** Materials build knowledge through integrated reading, writing, speaking, listening, and language.	16
Criterion 2.2: Coherence **Indicators 2g-2l** Materials promote mastery of grade-level standards by the end of the year.	18
Total Available Points in Gateway 2	34

Criterion 2.1 Building Knowledge	Materials build knowledge through integrated reading, writing, speaking, listening, and language.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*2a. Texts are organized around a cohesive topic/theme to build students' ability to read and comprehend complex texts independently and proficiently.	Are texts organized cohesively around topics/themes to build student knowledge?	0 2 4	
2b. Materials require students to analyze the key ideas, details, craft, and structure within individual texts as well as across multiple texts using coherently sequenced, high-quality questions and tasks.	Are questions and tasks associated with key ideas and details, and craft and structure logically sequenced and appropriate in their increasing complexity?	0 1 2	
*2c. Materials require students to analyze the integration of knowledge and ideas within individual texts as well as across multiple texts using coherently sequenced, high-quality text-specific and/or text-dependent questions and tasks.	Do questions and tasks integrate knowledge and ideas within a single informational text? Do some questions and tasks integrate knowledge and ideas across multiple texts?	0 2 4	
2d. Culminating tasks require students to demonstrate their knowledge of a unit's topic/theme through integrated literacy skills (e.g., a combination of reading, writing, speaking, listening).	Are culminating tasks multifaceted (integrating reading, writing, speaking, and listening), including comprehension standards and content knowledge?	0 1 2	
2e. Materials include a cohesive, year-long plan for students to achieve grade-level writing proficiency by the end of the school year.	Do the materials include support for students' writing instruction for a whole year's worth of instruction, engaging students with the grade-level writing standards?	0 1 2	
2f. Materials include a progression of research skills that guide research and writing projects to develop students' knowledge using multiple texts and source materials.	Do materials include a progression of research skills and research opportunities?	0 1 2	

	Sub-Total	Rating Levels	Rating
Criterion 2.1 Summary	**/ 16**	**Exemplifies Quality:** 14-16 **Approaching Quality:** 9-13 **Does Not Represent Quality:** 0-8	

Criterion 2.2 Coherence	Materials promote mastery of grade-level standards by the end of the year.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*2g. Materials spend the majority of instructional time on content that falls within grade-level aligned instruction, practice, and assessments.	Do materials spend the majority of instructional time on grade-level content?	0 2 4	
2h. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations that maintain alignment and intent of the standards.	Can implementation schedules be reasonably completed in the time allotted? Do optional tasks distract from core learning?	0 1 2	
*2i. Materials help English learners access challenging content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds are in place to ensure work is on grade level but accessible to English language learners?	0 2 4	
*2j. Materials regularly provide strategies and supports for students in special populations to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning English Language Arts and literacy.	What supports and scaffolds are in place to ensure work is on grade level but accessible to special populations of students?	0 2 4	
2k. Materials provide all students, including those who read, write, speak, or listen below grade level, with extensive opportunities to work with grade-level content and texts to meet or exceed grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to below grade-level students?	0 1 2	

2I. Materials regularly provide extensions to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	How are on-grade-level concepts investigated at a greater depth?	0 1 2	

		Sub-Total	Rating Levels	Rating
Criterion 2.2 Summary		**/ 18**	**Exemplifies Quality:** 15-18 **Approaching Quality:** 10-14 **Does Not Represent Quality:** 0-9	

Gateway 2 Points Available	Rating Levels		Gateway 2 Points Achieved	Gateway 2 Rating
34	**Exemplifies Quality: 28 - 34**			
	Approaching Quality: 18 - 27			
	Does Not Represent Quality: 0 - 17			
Gateway 2 Comments				

Gateway 3: Usability

Gateway 3 examines the ways in which 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	Available Points
Criterion 3.1:Teacher Supports **Indicators 3a-3f** Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.	17
Criterion 3.2: Assessment **Indicators 3g-3k** Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.	16
Criterion 3.3: Student Supports **Indicators 3l-3p** Student Supports identify the ways in which materials are designed for each child's regular and active participation in grade-level/grade-band/series content.	Narrative Evidence Only
Criterion 3.4: Intentional Design **Indicators 3q-3u** Intentional Design identifies how the visual design is engaging and references or integrates digital technology, when applicable, with guidance for teachers.	Narrative Evidence Only
Total Available Points in Gateway 3	33

Criterion 3.1 Teacher Supports	Teacher Supports identifies opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials to support students' literacy development.	How are the materials structured to provide information that will assist the teacher in presenting the student materials or ancillary materials?	0 2 4	
*3b. Materials provide a teacher's edition that contains full, adult-level explanations, and examples when necessary, of the more advanced concepts so that teachers can improve their own knowledge of the subject.	How do the materials support deepening teachers' understanding of specific content and standards?	0 2 4	
*3c. Materials provide a teacher's edition that includes standards correlation information that explains the role of the Oklahoma Academic Standards in the context of the overall series.	How does each lesson and unit align to the OAS for English Language Arts? How does the content or course connect to previous and upcoming content or courses?	0 2 4	
3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.	Do the materials include strategies for informing students, parents, or caregivers about the program? Do the materials contain suggestions for how parents or caregivers can help support student progress and achievement?	Narrative Evidence Only	

*3e. Materials provide explanations of the instructional approaches of the program and identification of the embedded research-based strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify research-based strategies that have informed the design of the materials?	0 2 4	
3f. Materials provide a comprehensive list of supplies needed to support instructional activities.	Do the materials contain a comprehensive list of materials needed to support implementation?	0 1	

	Sub-Total	Rating Levels	Rating
Criterion 3.1 Summary	**/ 17**	**Exemplifies Quality:** 14-17 **Approaching Quality:** 9-13 **Does Not Represent Quality:** 0-8	

Criterion 3.2 Assessment	Assessment identifies how materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the standards.		
Indicators (*denotes priority indicators)	**Guiding/Key Questions**	**Score**	**Comments**
*3g. Assessment information is included in the materials to indicate which standards are assessed.	Do the materials identify the standards being assessed for all assessment types?	0 2 4	
*3h. Assessments provide aligned rubrics and scoring guidelines that include sufficient guidance to teachers for interpreting student performance on assessments and suggestions for instructional follow-up.	Do the materials include tools to score assessment items, guidance for teachers to interpret student performance, and suggestions for follow-up based on student performance?	0 2 4	
*3i. Assessments include item types that measure the depth and rigor of the expectations of the standards.	Do individual assessments contain a variety of item types that assess the depth and rigor of the grade-level standards?	0 2 4	
3j. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.	What assessment accommodations are available?	Narrative Evidence Only	

*3k. A balanced system of assessments are included providing multiple opportunities throughout the grade, course, and/or series to determine what students are learning and what they have learned.	How is the system of assessments constructed to identify what students are learning or have learned? How do the assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 2 4	
		Sub-Total	**Rating Levels**	**Rating**

Criterion 3.2 Summary	**/ 16**	**Exemplifies Quality:** 14-16 **Approaching Quality:** 9-13 **Does Not Represent Quality:** 0-8	

Criterion 3.3 Student Supports	Student Supports identifies the ways in which materials are designed for each child's regular and active participation in grade-level/grade band/series content.		
Indicators	**Guiding/Key Questions**	**Score**	**Comments**
3l. Materials provide opportunities for teachers to use a variety of grouping strategies.	What are the types and frequency of grouping strategies for teachers to use?	Narrative Evidence Only	
3m. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	Narrative Evidence Only	
3n. Materials provide opportunities for students to monitor their own learning.	Do the materials include routines and guidance that point out opportunities for students to monitor their learning progress?	Narrative Evidence Only	
3o. Materials provide guidance and strategies to encourage and support teachers to draw upon student home language to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language?	Narrative Evidence Only	
3p. Materials provide guidance and strategies to encourage and support teachers to draw upon students' diverse cultural, linguistic, and social backgrounds to facilitate learning.	Are the materials designed to elicit and leverage students' diverse backgrounds?	Narrative Evidence Only	

	Sub-Total	Rating Levels	Rating
Criterion 3.3 Summary	**----**	**Exemplifies Quality: N/A** **Approaching Quality: N/A** **Does Not Represent Quality: N/A**	

Criterion 3.4 Intentional Design	Intentional Design identifies how materials support students and teachers with a visual design that is engaging and references or integrates digital technology (when applicable), with guidance for teachers.		
Indicators (*denotes priority indicators)	**Guiding/Key Questions**	**Score**	**Comments**
3q. Materials integrate technology such as interactive tools and/or virtual manipulatives/objects in ways that engage students in the grade-level series standards, when applicable.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English Language Arts and literacy?	Narrative Evidence Only	
3r. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	
3s. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject, and is neither distracting nor chaotic.	Does the visual design support student learning and engagement, without being visually distracting?	Narrative Evidence Only	
3t. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.	Do the materials provide teacher guidance for the use of embedded technology to support and enhance student learning?	Narrative Evidence Only	
3u. Materials are available in a digital platform and support remote learning opportunities. Digital materials are "platform neutral" (operable on any device) and are compatible with multiple operating systems and internet browsers.	Do the materials support virtual/remote or blended learning?	Narrative Evidence Only	

Criterion 3.4 Summary	Sub-Total	Rating Levels	Rating
	----	Exemplifies Quality: N/A Approaching Quality: N/A Does Not Represent Quality: N/A	

Gateway 3 Points Available	Rating Levels		Gateway 3 Points Achieved	Gateway 3 Rating
33	Exemplifies Quality: 27 - 33			
	Approaching Quality: 17 - 26			
	Does Not Represent Quality: 0 - 16			
Gateway 3 Comments				