High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION

OKLAHOMA Education

Grades 6-12 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 and other criteria for high-quality instructional materials for English language 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 with an asterisk (*) 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 Text Quality and Complexity and Alignment to the Standards	Exemplifies Quality ➡	Gateway 2 Constructing Knowledge and Student Access	Exemplifies Quality ➡	Gateway 3 Teacher and Student Supports, Assessment, and Intentional Design
	Approaching Quality ➡		Approaching Quality ➡	
	Not Representing Quality ☒		Not Representing Quality ☒	

Title of Material(s)		Grade(s) Evaluated	
Publisher		Reviewer	

	Review Summary			
	Gateway	**Criterion**	**Score**	**Rating**
1	**Text Quality and Complexity and Alignment to the Standards**	1.1 Text Quality and Complexity	/ 16	
		1.2 Alignment to the Standards	/ 17	
		Gateway 1 Sub-Total	/ 33	
2	**Constructing Knowledge and Student Access**	2.1 Constructing Knowledge	/ 16	
		2.2 Student Access	/ 14	
		Gateway 2 Sub-Total	/ 30	
3	**Teacher and Student Supports, Assessment, and Intentional Design**	3.1 Teacher Supports	/ 15	
		3.2 Assessment	/ 18	
		3.3 Student Supports	/ 5	
		3.4 Intentional Design	–	Narrative Evidence Only
		Gateway 3 Sub-Total	/ 38	

Overall Rating **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.	**Total Score**	**Final Rating**
	/ 101	

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

High-quality texts are the central focus of lessons, are at the appropriate grade level of text complexity, and are accompanied by quality tasks aligned to the Oklahoma Academic Standards for English Language Arts.

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**
1.1: Text Quality and Complexity Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.	**1a-1e**	16
1.2: 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 English Language Arts.	**1f-1m**	17
		33

Criterion 1.1 Text Quality and Complexity	Texts are high-quality and rigorous, meeting the text complexity criteria for each grade.		
Indicators	**Guiding Questions**	**Score**	**Comments**
*1a. Anchor texts are of high quality and consider a range of student interests.	Are the texts rich in language and worthy of publication? Do the texts include various topics and themes to engage a wide range of students?	0 2 4	
*1b. Anchor texts provide a balanced and accurate portrayal of various demographic and personal characteristics that are inclusive of identities that reflect the richness and diversity of the human experience.	Do texts portray characters with various demographic and personal traits in a manner that is respectful, accurate, and reflective of various human experiences?	0 2 4	
1c. Materials reflect the variety of genres required by the standards at each grade level.	For grades 6-8, do the materials reflect a variety of fiction, poetry, and nonfiction selections? For grades 9-12, do the materials reflect a variety of fiction, poetry, nonfiction, and drama selections?	0 1 2	
*1d. 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.	Are the anchor texts at the appropriate level of rigor/text complexity for each grade level? Is a text complexity analysis provided?	0 2 4	

1e. Series of texts are 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	
Criterion 1.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 13-16 **Approaching Quality:** 9-12 **Not Representing Quality:** 0-8	**/ 16**	

Criterion 1.2 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 English Language Arts.		
Indicators	**Guiding Questions**	**Score**	**Comments**
1f. Most questions, tasks, and assignments are text-specific and/or text-dependent, requiring students to engage with the text directly.	Are the vast majority of the questions, tasks, and assignments connected to texts and require the use of the texts to infer, answer, and/or form a response?	0 1 2	
1g. Materials support students' grade-level listening and speaking standards about what they are reading and researching (including presentation opportunities) with relevant follow-up questions and evidence.	Is there adequate instructional time dedicated to students practicing and applying grade-level listening and speaking skills?	0 1 2	
1h. Materials include various writing tasks.	Do materials include various writing tasks (e.g., single and multiple drafts, revisions over time)?	0 1 2	
1i. Materials provide opportunities for students to address the modes of writing (narrative, informative, argumentative) that reflect the distribution required by the standards.	Do the materials include a range of writing modes appropriate for the grade level?	0 1 2 3	
1j. Materials include a cohesive, year-long plan for students to interact with and use key academic vocabulary words and skills in and across texts.	Do materials provide instruction and application opportunities for key academic vocabulary words and skills?	0 1 2	

1k. Materials include instruction and application of the grade-level grammar, usage, and mechanics standards, with multiple opportunities for application in context.	Do materials provide instruction and application opportunities for the majority of grade-level grammar, usage, and mechanics standards?	0 1 2	
1l. 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?	0 1 2	
1m. Materials provide opportunities for students to read, write, and view a combination of alphabetic, aural, visual, spatial, and/or gestural modes.	Do materials include the consumption and creation of multimodal literacies?	0 1 2	
	Rating Levels	**Sub-Total**	**Rating**
Criterion 1.2 Summary	**Exemplifies Quality:** 14-17 **Approaching Quality:** 9-13 **Not Representing Quality:** 0-8	**/ 17**	

Gateway 1 Points Available	Rating Levels		Gateway 1 Points Achieved	Gateway 1 Rating
33	Exemplifies Quality: 27 - 33		**/ 33**	
	Approaching Quality: 17 - 26			
	Not Representing Quality: 0 - 16			
Gateway 1 Comments				

Gateway 2: Constructing Knowledge and Student Access

Students can access grade-level content to construct knowledge through various aspects of English Language Arts.

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**
2.1: Constructing Knowledge Materials construct knowledge through integrated reading, writing, speaking, and listening.	**2a-2e**	**16**
2.2: Student Access Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.	**2f-2k**	**14**
		30

Criterion 2.1 Constructing Knowledge	Materials build knowledge through integrated reading, writing, listening, and language.		
Indicators	**Guiding 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 within units organized cohesively around topics/themes to build student knowledge?	0 1 2	
***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 tasks and high-quality questions at various depths of knowledge.**	Are questions and tasks associated with key ideas, details, craft, and structure logically sequenced and appropriate in their increasing complexity?	0 2 4	
***2c. 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, and listening).**	Do culminating tasks integrate reading, writing, speaking, and listening?	0 2 4	
2d. Materials include a cohesive, year-long plan for students to increase writing proficiency over the course of the school year.	Do the materials include support for students' writing instruction throughout the course of a year, engaging students with grade-level writing standards?	0 1 2	
***2e. Materials regularly and systematically balance time and resources required for following the suggested implementation.**	Do the requirements of the lessons seem practical for teachers and students to complete in the suggested amount of time?	0 2 4	

Criterion 2.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 13-16 **Approaching Quality:** 9-12 **Not Representing Quality:** 0-8	**/ 16**	

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
*2f. 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	
2g. Materials regularly provide information for students to demonstrate their learning in multiple methods that maintain alignment and intent of the standards.	Are optional tasks included that allow students to demonstrate knowledge without distracting from core learning?	0 1 2	
2h. Materials regularly help multilingual learners access grade-level content and provide teacher guidance for appropriate use of strategies and scaffolds.	What supports and scaffolds (e.g., word-to-word dictionaries, sentence stems, graphic organizers) are in place to ensure work is on grade level but accessible to multilingual learners?	0 1 2	
2i. Materials regularly provide strategies and supports for students with disabilities to work with grade-level content and to meet grade-level standards.	What supports and scaffolds are in place to ensure work is on grade level but accessible to students with disabilities?	0 1 2	
2j. Materials regularly provide all students, including those who read, write, speak, or listen below grade level, with opportunities to work with grade-level content and texts to meet 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	
2k. Materials regularly provide enrichment and extension opportunities to engage with literacy content and concepts at greater depth for students who read, write, speak, and/or listen above grade level.	Are there opportunities for on-grade level content and concepts to be explored at greater depth, complexity, and pace?	0 1 2	

Criterion 2.2 Student Access	Materials assist various populations of students to access grade-level content and promote mastery of grade-level standards.		
Criterion 2.2 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 11-14 Approaching Quality: 8-10 Not Representing Quality: 0-7	**/ 14**	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
30	Exemplifies Quality: 24-30	**/ 30**	
	Approaching Quality: 16-23		
	Not Representing Quality: 0-15		
Gateway 2 Comments			

Gateway 3: Teacher and Student Supports, Assessment, 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: Teacher Supports Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.	**3a-3f**	15
3.2: Assessment Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.	**3g-3m**	18
3.3: Student Supports Materials are designed for each student's regular and active participation in grade-level content.	**3n-3r**	5
3.4: Intentional Design Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.	**3s-3w**	Narrative Evidence Only
		38

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
Indicators	**Guiding Questions**	**Score**	**Comments**
*3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials to support students' literacy development, including support for various student populations.	Are the materials structured to provide information that will assist the teacher in presenting the student materials?	0 2 4	
3b. Materials provide a teacher's edition that contains full explanations and examples when necessary of the more advanced concepts, so teachers can improve their own knowledge of the subject.	Do the materials support deepening teachers' understanding of specific content and standards?	0 1 2	
3c. Materials provide a teacher's edition that includes Oklahoma Academic Standards for English Language Arts correlation information that explains the role of the standards in the context of the overall series.	Does each lesson and unit align to the Oklahoma Academic Standards for English Language Arts? Does the content or course connect to previous and upcoming content or courses?	0 1 2	
3d. Materials provide strategies for informing stakeholders about the program and suggestions to 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?	0 1 2	

Criterion 3.1 Teacher Supports	Materials provide a rationale for implementation and allow teachers to effectively plan and use resources with integrity.		
*3e. Materials provide explanations of the instructional approaches of the program and identification of the evidence-based instructional strategies.	Do the materials provide explanations of the instructional approaches of the program? Do the materials identify evidence-based strategies that have informed the design of the program?	0 2 4	
3f. Materials provide a list of supplies needed to support instructional activities.	Do the materials contain a list of supplies (e.g., handouts, sticky notes, etc.) needed to support implementation?	0 1	
Criterion 3.1 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 12-15 **Approaching Quality:** 8-11 **Not Representing Quality:** 0-7	**/ 15**	

Criterion 3.2 Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
Indicators	**Guiding Questions**	**Score**	**Comments**
*3g. Assessments are included and aligned to the Oklahoma Academic Standards for English Language Arts.	Do the materials identify the Oklahoma Academic Standards for English Language Arts 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 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 1 2	
*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.	Are assessment accommodations available? If so, do they allow students to access the material without altering the rigor?	0 1 2	
3k. Assessment system includes formative assessment throughout the grade, course, and/or series to determine where students are in their learning.	Is formative assessment constructed to monitor where students are in their learning? Do the formative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	

Criterion 3.2 Assessment	Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the standards.		
3l. Assessment system includes interim assessments throughout the grade, course, and/or series to determine what students have learned.	Are the interim/benchmark assessments constructed to identify what students have learned? Do the interim/benchmark assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	
3m. Assessment system includes summative assessments throughout the grade, course, and/or series to determine what students have learned.	Are the summative assessments constructed to identify what students have learned? Do the summative assessments connect across the grade, course, and/or series to support students in moving toward and demonstrating intended learning?	0 1 2	
Criterion 3.2 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 14-18 **Approaching Quality:** 10-13 **Not Representing Quality:** 0-9	**/ 18**	

Criterion 3.3 Student Supports	Materials are designed for each child's regular and active participation in grade-level content.		
Indicators	**Guiding Questions**	**Score**	**Comments**
3n. Materials provide opportunities for teachers to use a variety of grouping strategies.	Are the types and frequency of grouping strategies available for teachers to use?	0 1	
3o. Materials provide varied approaches to learning tasks over time and include variety in how students demonstrate their learning.	Do the materials include a variety of approaches to learning tasks? Are there varied opportunities for students to demonstrate content mastery?	0 1 2	
3p. 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?	0 1	
3q. Materials provide guidance and strategies to encourage and support teachers to utilize student home language(s) to facilitate learning.	Do the materials include teacher guidance on connecting learning opportunities to students through use of student home language(s)?	0 1	
3r. Materials provide guidance and strategies to encourage and support teachers to utilize students' various educational and lived experiences to facilitate learning.	Are the materials designed to elicit and leverage students' various educational and lived experiences?	Narrative Evidence Only	
Criterion 3.3 Summary	**Rating Levels**	**Sub-Total**	**Rating**
	Exemplifies Quality: 4-5 **Approaching Quality:** 3 **Not Representing Quality:** 0-2	**/ 5**	

Criterion 3.4 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**
3s. 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 grade-level standards.	Do the materials integrate digital technology and interactive tools in ways that support student engagement in English language arts?	Narrative Evidence Only	
3t. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other.	Do the digital materials provide opportunities for teachers and/or students to collaborate with each other?	Narrative Evidence Only	
3u. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject.	Does the visual design support student learning and engagement?	Narrative Evidence Only	
3v. 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?	Narrative Evidence Only	
3w. Materials are available in a digital platform and support virtual/remote or blended learning opportunities.	Do the materials support virtual/remote or blended learning?	Narrative Evidence Only	

Gateway 3 Points Available	Rating Levels		Gateway 3 Points Achieved	Gateway 3 Rating
38	Exemplifies Quality: 30-38		**/ 38**	
	Approaching Quality: 20-29			
	Not Representing Quality: 0-19			
Gateway 3 Comments				