



## Oklahoma State Textbook Committee

**Chair**  
STATE SUPERINTENDENT  
RYAN WALTERS  
Oklahoma State Department of  
Education

**Chair DESIGNEE**  
KENDRA WESSON  
Oklahoma State Department of  
Education: Board Member

**Vice-Chair**  
KATHRYN SZALLAR  
Congressional District 5

### MEMBERS

JAY ROTERT  
Congressional District 1

KATHRYN YARBROUGH  
Congressional District 2

JESSICA LYNN THOMPSON  
Congressional District 2

SONYA COVALT  
Congressional District 3

HOLLY HELM  
Congressional District 3

TERRY BRANDENBURG  
Congressional District 4

ALLISON KIDNEY  
Congressional District 5

TERESA GERBER  
At-Large

MELISSA PEARCE  
At-Large

## STATE TEXTBOOK COMMITTEE (STC)

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

### MEETING AGENDA: February 9, 2024 at 10:00 a.m.

1. Call to Order – Kendra Wesson, State Textbook Chair DESIGNEE.
2. Pledge of Allegiance, Salute to the Oklahoma State Flag (*I salute the flag of the State of Oklahoma. Its symbols of peace unite all people*), and Prayer.
3. Roll/Determination of quorum – Shanda Finnell, Oklahoma State Department of Education
4. Welcome! Agenda posted per Open Meeting Act: –Kendra Wesson, DESIGNEE
5. ACTION ITEM: Discussion and possible action on minutes of the November 17, 2023 State Textbook Committee regular meeting. [OAC 720:1-1-4.](#)
6. ACTION ITEM: Discussion and possible action of the proposed 2024-25 State Textbook Committee calendar, a schedule of events for the next fiscal year. [OAC: 720:10-1-2\(3\);](#) [OAC 720:1-1-5.](#)
7. Presentation: Savvas: K, 1, 2 [70 O.S. §§ 16-102\(F\), \(G\)](#). Anthony Purcell
  - a. Overview of content review team to supply additional information.
  - b. Submission of Savvas': Math K, 1, 2, rubric. Fulfillment of committee's request to provide additional criteria to the subject area being review.
8. ACTION ITEM: Discussion and possible action on verifying the review process has been conducted in a scrupulous and fair manner for Savvas: Math K, 1, 2; [OAC 720:1-1-2\(11\)](#).
9. ACTION ITEM: Discussion and possible action:
  - 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 prior to including it on the textbook list required [70 O.S. §§ 16-102, -104. [OAC 720:1-1-2\(4, 5, 12\)](#).
    - a. Mathematics (pre-K through 12<sup>th</sup> grade):
      1. Savvas Learning Company: K, 1, 2
10. Presentation of instructional material evaluation rubrics for the 2024-25 adoption cycle, Sharon Morgan
11. ACTION ITEM: Discussion and possible action on the 2024-25 instructional material evaluation rubrics for: 70 O.S. §16-102(F); [OAC 720:1-1-2\(10\)](#)
  - a. Fine Arts PK-12
  - b. Computer Science PK-12
  - c. Technology Education PK-12



## Oklahoma State Textbook Committee

### Chair

STATE SUPERINTENDENT  
RYAN WALTERS  
Oklahoma State Department of  
Education

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Oklahoma State Department of  
Education: Board Member

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## STATE TEXTBOOK COMMITTEE (STC)

### Special Meeting:

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State Board Room, Suite 1-20; 2500 North Lincoln Boulevard  
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**MEETING AGENDA: February 9, 2024 at 10:00 a.m.**

12. Presentation of Content Expert Review Team Application for 2024-25 – Sharon Morgan
  - a. Application Criteria [STC approved]
  - b. Rubric Consideration/Evaluation of Applications Received [STC approved]
  - c. Application review process
    - i. Minimum criteria met [initial screening]
    - ii. Blind Review
    - iii. Selection for participation [high scores]
    - iv. Leadership Approval
    - v. Applicant selection announcement
13. ACTION ITEM: Discussion and possible action on 2024-25 Content Expert Review Team Application – 70 O.S. §16-102(E); [OAC 720:1-1-2\(9\)](#)
14. ACTION ITEM: Discussion and possible action to nominate and vote on the election of a State Textbook Committee Vice-Chair to serve for one year - 70 O.S. § 16-101; [OAC 720:1-1-2\(1\)](#); [720:1-1-3](#)
15. Presentation of certificates of appreciation to the Oklahoma State Textbook Committee members scheduled to complete their term. –State Textbook Committee Chairperson
  - a. Melissa Pearce (Lay person, Congressional District 5) 3/2/2021-3/1/2024.
  - b. Kathryn Szallar (Early Childhood, Congressional District 5) 3/2/2021-3/1/2024.
  - c. Jessica Thompson (Mathematics, Congressional District 2) 4/28/2023-3/1/2024.
16. ACTION ITEM: Adjournment- Kendra Wesson, Chair DESIGNEE

# OKLAHOMA STATE TEXTBOOK COMMITTEE (STC)

## 2024-2025 Calendar

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- Issue “Call for Publisher Bids,” – PK-12 Fine Arts, PK-12 Computer Science and Technology Education [70 O.S. §16-103](#); OAC 720:10-9-1 Friday, March 1, 2024
- Deadline for “Notice of Intent to Bid” (by email or letter) Friday, April 5, 2024
- ORIENTATION AND ORGANIZATION MEETING** **Friday, June 7, 2024**
1. Deadline for “Receipt of Publishers’ Bids” Friday, June 14, 2024
2. Deadline for “Receipt of Sample Bid Items” [70 O.S. §16-119](#) Monday, July 1, 2024
3. **OPEN AND CONSIDER BIDS/PUBLISHER PRESENTATION MEETINGS** [70 O.S. §16-104](#) **Tuesday - Thursday**  
**July 16–18, 2024**
4. Deadline for public hearing summary request. Friday, September 13, 2024  
Refer to [70 O.S. §16-102](#) and OAC 720:10-5-2.
5. **[TENTATIVE] MEETING FOR PUBLIC HEARING** **Friday, October 4, 2024**  
If summaries are received, this meeting must take place by the end of the second week of October. [70 O.S. §16-102](#); OAC 720:10-5-2
6. **MEETING TO VOTE ON CONTENT REVIEWS OF BID ITEMS FOR LIST; 2024-2025 SUBJECT CYCLE APPROVAL; 2025 REGULAR MEETING ADOPTION.** [70 O.S. §16-104](#); [25 O.S. § 311](#) **Friday, November 15, 2024**
7. Issue “Call for Substitutions” [70 O.S. §16-107](#) Friday, December 6, 2024
8. Deadline for “Notice of Intent to Substitute” and “Receipt of Bids and Books to Substitute” from publishers. Friday, January 3, 2025  
[70 O.S. §16-107](#) OAC 720: 10-5-6
9. **MEETING TO VOTE ON SUBSTITUTION BID ITEMS; VICE-CHAIR ELECTION, CONTENT REVIEW TEAM RUBRICS; & BLANK APPLICATION OF TEAM MEMBERS** **Friday, February 7, 2025**  
[70 O.S. §§16-102\(E\), \(F\)](#); [70 O.S. §16-107](#);  
OAC 720:10-1-2(1); OAC 720: 10-5-6
10. Issue “Call for Publisher Bids,” – Personal Finance Literacy and Social Studies [70 O.S. §16-103](#); OAC 720:10-9-1 Friday, March 7, 2025
11. Publisher’s Deadline for “Notice of Intent to Bid” (by email or letter) Friday, April 4, 2025
12. **ORIENTATION AND ORGANIZATION MEETING; 2025–2026 COMMITTEE CALENDAR.** OAC 720:1-1-5 **Friday, June 6, 2025**
13. Deadline for “Receipt of Publishers’ Bids” Friday, June 13, 2025

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 Meeting

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**OKLAHOMA**  
Education

# Presentation of Savvas: K, 1, 2 Fullfillment of Committee's Request

# Savvas: K, 1, 2

On November 17, 2023, the State Textbook Committee asked the K-2 Content Review Team to review Gateway 1 as well as look at Gateways 2 and 3.

- Gateway 1: 12 / 24 points - Not Representing
- Gateway 2: 33 / 40 points - Exemplifies Quality
- Gateway 3: 19 / 20 points – Exemplifies Quality

## Overall Rating

- Not Representing Quality: Any Gateway is Not Representing Quality

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# Questions

# Oklahoma State Textbook Committee Meeting

February 9, 2024



**OKLAHOMA**  
Education

# Presentation of Instructional Material Evaluation Rubrics for 2024-25 Adoption Cycle

# Proposed 2024-25 Adoption Cycle Rubrics

- Fine Arts PK-12
- Computer Science PK-12
- Technology Education PK-12

# Tiered Evaluation Process

**Gateways:** Prioritize the evaluation sequence.

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

|          |   |  |
|----------|---|--|
| <b>1</b> | <b>Text Quality and Complexity and Alignment to the Standards</b>       | <b>Criterion</b>   |
|          |   | <b>1.1: Text Quality and Complexity</b><br>Texts are worthy of students' time and attention: texts are of quality and rigorous, meeting the text complexity criteria for each grade.                                     |
| <b>2</b> | <b>Constructing Knowledge and Student Access</b>                        | <b>1.2: Alignment to the Standards</b><br>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Oklahoma Academic Standards for English Language Arts. |
|          |   |  |
| <b>3</b> | <b>Teacher and Student Supports, Assessment, and Intentional Design</b> |  |
|          |   |  |

# Tiered Evaluation Process



|  |   |              |
|--|---|--------------|
| <p><b>1c. Materials reflect the variety of genres required by the standards at each grade level.</b></p>   | <p>For grades 6-8, do the materials reflect a variety of fiction, poetry, and nonfiction selections?</p> <p>For grades 9-12, do the materials reflect a variety of fiction, poetry, nonfiction, and drama selections?</p> | <p>0 1 2</p> |
| <p><b>*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.</b></p> | <p>Are the anchor texts at the appropriate level of rigor/text complexity for each grade level?</p> <p>Is a text complexity analysis provided?</p>  | <p>0 2 4</p> |
| <p><b>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.</b></p>                                | <p>Are anchor texts and supporting text sets providing grade-level material that increases in complexity when sequenced over the course of the school year?</p>   | <p>0 1 2</p> |

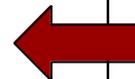
**Indicators** narrow the evaluation focus to guide the reviewer to collect specific types of evidence to support ratings.

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

# Tiered Evaluation Process

|  |       |  |
|--|-------|--|
| For grades 6-8, do the materials reflect a variety of fiction, poetry, and nonfiction selections?<br><br>For grades 9-12, do the materials reflect a variety of fiction, poetry, nonfiction, and drama selections? | 0 1 2 |  |
| Are the anchor texts at the appropriate level of rigor/text complexity for each grade level?<br><br>Is a text complexity analysis provided?  | 0 2 4 |  |
| 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 |  |

Content Review Team members will **cite collected evidence** from instructional material samples for **justification.**



# Tiered Evaluation Process

Does the gateway rating *Exemplify Quality* or *Approach Quality*?

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

A **summary of criterion ratings** are provided here. All approved results are **publicly available**.

| 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 4

## Statutory and Regulatory Fidelity Indicators

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

These questions are scored with a response of YES for 0 points and NO for 1 point.

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# Questions

# Oklahoma State Textbook Committee Meeting

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**OKLAHOMA**  
Education

# Presentation of Content Expert Review Team Application for 2024-25

# 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.

Okla. Stat. tit. 70 § 16-102

# Next Steps

- An application for content-expert reviewers will be posted by **March 2024**.
- Content Review Teams will **participate in training on the subject area rubrics** they will utilize to conduct evaluations in **July 2024**.
- Content Review Teams will conduct evaluations of bid materials **August - October**.

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# Questions

# Oklahoma State Textbook Committee Meeting

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**OKLAHOMA**  
Education



# Presentation of Certificates of Appreciation

# Thank You

- **Melissa Pearce**
  - Lay Person, Congressional District 5
  - 3/2/2021-3/1/2024
- **Kathryn Szallar**
  - Early Childhood, Congressional District 5
  - 3/2/2021-3/1/2024
- **Jessica Thompson**
  - Mathematics, Congressional District 2
  - 4/28/2023-3/1/2024

# Oklahoma State Textbook Committee Meeting

February 9, 2024



**OKLAHOMA**  
Education





## **MINUTES**

**of the**

### **OKLAHOMA STATE TEXTBOOK COMMITTEE**

November 17, 2023

The Oklahoma State Textbook Committee (STC) held a meeting beginning on November 17, 2023.

Committee Chair designee Kendra Wesson called the meeting to order at 10:00 a.m.

Shanda Finnell then called the roll.

The committee members that were present:

Kathryn Szallar

Jay Rotert

Kathryn Yarbrough

Jessica Thompson

Holly Helm

Terry Brandenburg

Allison Kidney

Teresa Gerber

Melissa Pearce

Committee Chair designee Kendra Wesson

The committee members that were absent:

Sonya Covalt

Quorum was confirmed.

Committee Chair designee Kendra Wesson requested confirmation of posted agenda in compliance with Open Meeting Act. Shanda Finnell confirmed.

The next item on the agenda was discussion of, and possible action on, the minutes for the July 18 – July 20, 2023 meeting. Allison Kidney made a motion to accept the minutes. Kathryn Yarbrough

seconded the motion. It was questioned if the board minutes were not already approved at the previous meeting on October 6, 2023. Bryan Cleveland (counsel): clarified that there was a revision requested at the last meeting. The committee concurred. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, the minutes of the October 6, 2023 State Textbook Committee regular meeting. Kathryn Szallar made a motion to accept the minutes. Jessica Thompson seconded the motion. Vote was called. Yes – 8 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber. Melissa Pearce: clarified that she was not on the October 6, 2023 minutes, but she was present. Shanda Finnell: communicated that Melissa was 23 minutes late. Melissa: responded that that was for the July meeting. Bryan Cleveland (general counsel): advised the committee that the minutes could be amended by adding Melissa Pearce's name to the October minutes. Kendra Wesson: offered the committee the option to amend and vote at the subsequent STC meeting. General Counsel: suggested that if that was the only change, then the committee could add that amendment now as long as there is a motion and a second to that amendment. Shanda Finnell: acknowledged that Melissa was there for the October 6<sup>th</sup> meeting. Kathryn Yarbrough made a motion to amend the October 6, 2023 and include Melissa Pearce as present. Jay Rotert seconded the motion. Legal advised either roll call or voice vote for the amendment. Kendra Wesson directed the committee to conduct a voice vote. Ayes (Favor)- say "Yes" – 10 Yes – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. Against say "No" – 0 No. The motion carries with the amendment to add Melissa Pearce's attendance.

The next item on the agenda were two presentations, the first by Angela Kwok over the context for the material review process in Oklahoma and its relevance to the decisions of the day. The second was by Bryan Cleveland regarding the different processes that can be taken in giving the final rating of the textbook materials.

Next item on the agenda was discussion of, and possible action on, the verification that the 2023 Early Childhood Education and Mathematics textbook review cycle has been conducted in a scrupulous and fair manner. Kathryn Szallar made a motion to verify that the 2023 Early Childhood and Mathematics textbook review cycle has been conducted in a scrupulous and fair manner. Allison Kidney seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Early Childhood Education materials. Early childhood education has 2 publishers: Frog Street and Teaching Strategies.

Teresa Gerber made a motion that we vote on all the early childhood education materials together. Kathryn Szallar seconded the motion. General Counsel: One clarifier to the motion. Is the motion to vote on them all accepting the chair's recommendations?

Teresa Gerber: restated the motion that we vote to accept the recommendations from the expert reviewers on the early education materials as a whole. Is that clearer/better?

General Counsel: As long as we understand what those are. Is that: 3 Exemplifies quality and then the 1 approaching quality? Teresa Gerber: Yes. General Counsel: Could I get some clarification, are you motioning that we accept these 4 bids or are you motioning that we vote on them together?

Teresa Gerber: I thought that was the option that we vote on them together.

General Counsel: Yes. Sorry. I was being word picky, that's all. I was clarifying that your motion was to accept that rating for all 4 of them together. Kendra: I think that we do need today to be very word picky and very clear because we do not want any mishaps in this it is very important. So the motion is, to vote on the early childhood education, all approved, all in one vote. Teresa Gerber: Yes. Kathryn Szallar: seconded. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, PK-2 Mathematics materials. Chair designee Kendra Wesson: Math in the band of K-2. We have 6 publishers. Four "Not Representing Quality:" Alpha Plus, Curriculum Associates, Open Up Resources and Savvas. Two "Exemplifies Quality:" Big Ideas and McGraw Hill. On this one, my recommendation is that we do them individually. Committee member Jay Rotert made a motion to vote on the publisher's individually. Kathryn Yarbrough seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Alpha Plus PK-2 Mathematics, who received a "Not Representing Quality" rating. Kathryn Yarbrough made a motion that we accept the "not representing quality" recommendation for Alpha Plus K, 1 & 2 math. Melissa Pearce seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Big Ideas Learning PK-2 Mathematics, who received an "Exemplifies Quality" rating. Allison Kidney made a motion to accept the "Exemplifies Quality" rating on Big Ideas K, 1 & 2. Kathryn Szallar seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Curriculum Associates PK-2 Mathematics, who received a "Not Representing Quality" rating. Kathryn Szallar made a motion to accept the recommendation "Not Representing Quality." Kathryn Yarbrough seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, McGraw Hill PK-2 Mathematics, who received an "Exemplifies quality" rating. Chair designee Kendra Wesson: Recommendation is that we do a provisional recommendation with removal of the "Math Thoughts" portion of the book. Discussion followed. Terry Brandenburg made a motion that we provisionally accept the publisher for McGraw Hill K, 1, 2 provided they remove the "Math Thoughts" section. Kathryn Szallar seconded the motion. Vote was called. Yes – 7 – Kathryn Szallar, Kathryn Yarbrough, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Kendra Wesson. No – 3 – Jay Rotert, Melissa Pearce, Jessica Thompson. The motion carries.

The next item on the agenda was discussion of, and possible action on, Open Up Resources PK-2 Mathematics, who received a "Not Representing Quality" rating. Jay Rotert made a motion that we accept the recommendation of "Not Representing Quality" rating. Allison Kidney seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica

Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Savvas PK-2 Mathematics, who received a “Not Representing Quality” rating. Discussion was held. A further review was requested since all other materials had higher ratings. Allison Kidney made a motion to give no rating, pending the response from the content review team, once provided with the given information to look at Savvas: K, 1, 2 again. Jessica Thompson seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, grades 3-5 mathematics materials voting protocol. Six publishers; two “Not Representing Quality:” Alpha Plus and Curriculum Associates; one “Approaching Quality:” Open Up Resources; three “Exemplifies Quality:” Big Ideas, McGraw Hill and Savvas. Chair designee Kendra Wesson: my recommendation is that they do them separately. Jay Rotert made a motion that we vote on the six publishers of grades 3-5 materials individually. Jessica Thompson seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Alpha Plus grades 3-5 Mathematics, who received a “Not Representing Quality” rating. Kathryn Yarbrough made a motion we accept the “Not Representing Quality” recommendation for Alpha Plus 3, 4, & 5. Kathryn Szallar seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Big Ideas Learning grades 3-5 Mathematics, who received an “Exemplifies quality” rating. Holly Helm made a motion that we adopt the rating of “Exemplifies Quality” for Big Ideas 3 through 5. Jessica Thompson seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Curriculum Associates grades 3-5 Mathematics, who received a “Not Representing Quality” rating. Jay Rotert made a motion that we accept the recommended rating of “Not Representing Quality” for Curriculum Associates 3 through 5. Allison Kidney seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, McGraw Hill grades 3-5 Mathematics, who received an “Exemplifies Quality” rating. Chair designee Kendra Wesson: Recommendation is that we do a provisional recommendation with removal of the “Math Thoughts” portion of the book. Discussion followed. Jessica Thompson made a motion that we provisionally accept the publisher McGraw Hill 3 through 5 just like we did for Pre K-2. Kathryn Szallar seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

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The next item on the agenda was discussion of, and possible action on, Open Up Resources grades 3-5 Mathematics, who received an “Approaching Quality” rating. Allison Kidney made a motion to

accept the rating of “Approaching Quality” for Open Up Three, Four, Five. Teresa Gerber seconded the motion. Vote was called. Yes – 9 – Kathryn Szallar, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 1 – Jay Rotert. The motion carries.

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The next item on the agenda was discussion of, and possible action on, Savvas grades 3-5 Mathematics, who received an “Exemplifies Quality” rating. Kathryn Yarbrough made a motion that we accept the “Exemplifies Quality” rating for Savvas Three through Five. Holly Helm seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, the voting protocol for the 6 publishers: Alpha Plus, Big Ideas, Curriculum Associates, McGraw Hill, Open Up Resources and Savvas for grades 6-8 mathematics materials. Jay Rotert made a motion to accept the math 6 through 8 as one group. Jessica Thompson seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, the Ratings of the 6-8 mathematics materials. Two -- Alpha Plus and Open Up Resources -- with “Not Representing Quality” and Four – Big Ideas, Cengage, McGraw Hill and Savvas -- with “Exemplifies Quality”. Kathryn Yarbrough made a motion that we accept the recommendations for math 6 through 8. Jay Rotert seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Algebra, Geometry, Algebra 2 mathematics materials voting protocol and ratings of the materials. One -- Open up Resources -- with “Not Representing Quality” and Four -- Big Ideas, Cengage, McGraw Hill and Savvas -- with “Exemplifies Quality”. Jay Rotert made a motion that we vote on Math: Algebra and Geometry as a group and accept the recommendations. Allison Kidney seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Calculus mathematics materials voting protocol and ratings of the materials. One -- McGraw Hill -- with “Not Representing Quality;” one -- Bedford Freeman and Worth -- with “Approaching Quality;” and Two -- Cengage and Savvas -- with “Exemplifies Quality”. Jay Rotert made a motion that we vote on the math calculus as a group and accept the rating recommendations. Kathryn Yarbrough seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Statistics mathematics materials voting protocol and ratings of the materials. Two -- Cengage and McGraw Hill -- with “Not Representing Quality;” one -- Savvas -- with “Approaching Quality;” and one -- Bedford Freeman and Worth -- with “Exemplifies Quality”. Jay Rotert made a motion that we accept math statistics as a group and accept the recommendations. Allison Kidney seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry

Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Trigonometry mathematics materials voting protocol and ratings of the materials. Two publishers, Cengage and Savvas, with a rating of “Not Representing Quality”. Discussion followed. Jay Rotert made a motion that we accept the Math: Trigonometry books with a rating of “Approaching Quality” and not the recommended rating. Terry Brandenburg seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

The next item on the agenda was discussion of, and possible action on, Houghton Mifflin Harcourt request to withdraw HMH 180 Universal System 44 from the 2021 K-5 English Language Arts adoption contract. Kathryn Szallar made a motion to accept the withdraw. Melissa Pearce seconded the motion. Vote was called. Yes – 10 – Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

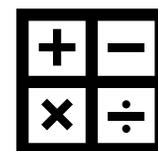
The next item on the agenda was Adjournment. Kathryn Yarbrough made a motion that we be adjourned. Jay Rotert seconded the motion. Vote was called. Yes – 10- Kathryn Szallar, Jay Rotert, Kathryn Yarbrough, Jessica Thompson, Holly Helm, Terry Brandenburg, Allison Kidney, Teresa Gerber, Melissa Pearce, Kendra Wesson. No – 0. The motion carries.

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# High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION

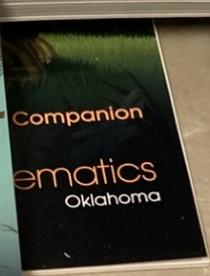
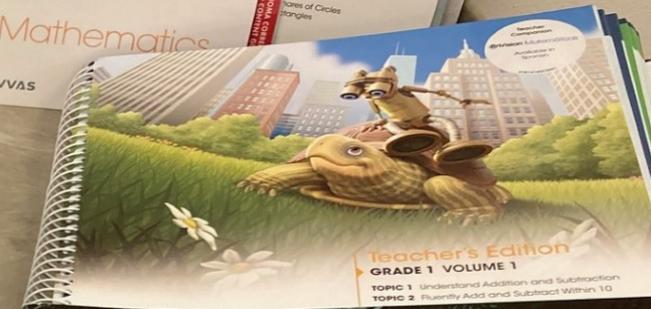
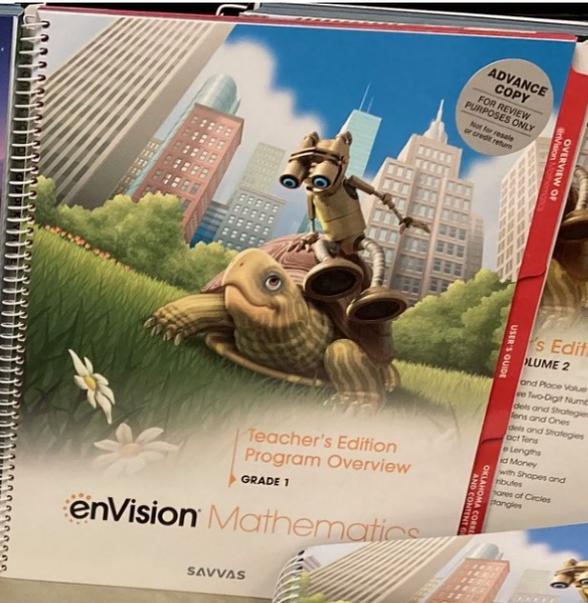
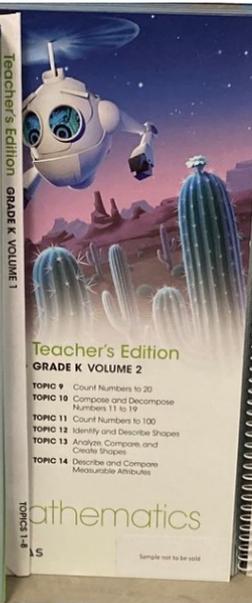
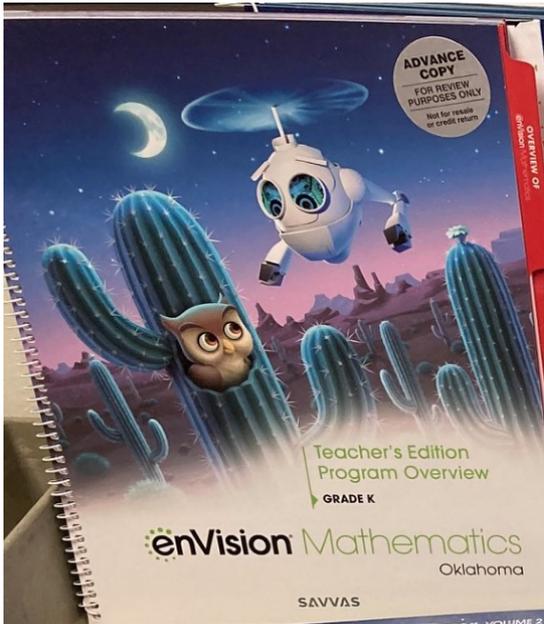


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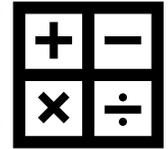
**SAVVAS**  
LEARNING COMPANY



**OKLAHOMA**  
Education



# Oklahoma Mathematics



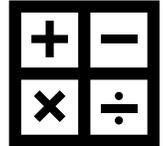
## Instructional Materials Evaluation Rubric

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 (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>Gateway 1</b><br>Alignment with the Oklahoma Academic Standards and Coherence | Exemplifies Quality →      | <b>Gateway 2</b><br>Building Student Knowledge | Exemplifies Quality →      | <b>Gateway 3</b><br>Teacher and Student Supports and Usability |
|  | Approaching Quality →      |  | Approaching Quality →      |  |
|  | Not Representing Quality ⊗ |  | Not Representing Quality ⊗ |  |

|                              |  |                           |  |
|------------------------------|--|---------------------------|--|
| <b>Titles of Material(s)</b> |  | <b>Grade(s) Evaluated</b> |  |
| <b>Publisher</b>             |  | <b>Reviewer</b>           |  |



**Review Summary**

| Gateway  |   | Criterion   | Score              | Rating              |
|--|---|---|--------------------|---------------------|
| <b>1</b>   | <b>Alignment with the Oklahoma Academic Standards and Coherence</b> | <b>1.1 Alignment with the Oklahoma Academic Standards</b>                                 | / 14               |                     |
|  |   | <b>1.2 Learning Progressions and Coherence</b>  | / 10               |                     |
|  |   | <b>Gateway 1 Sub-Total</b>  | / 24               |                     |
| <b>2</b>   | <b>Building Student Knowledge</b>                                   | <b>2.1 Student Opportunities to Engage in Mathematical Actions and Processes</b>          | / 14               |                     |
|  |   | <b>2.2 The Actions and Processes of the Oklahoma Academic Standards</b>                   | / 12               |                     |
|  |   | <b>2.3 Assessment</b>   | / 14               |                     |
|  |   | <b>Gateway 2 Sub-Total</b>  | / 40               |                     |
| <b>3</b>   | <b>Teacher and Student Supports and Usability</b>                   | <b>3.1 Differentiation, Scaffolding, and Supports for All Learners</b>                    | / 10               |                     |
|  |   | <b>3.2 Teacher Planning and Learning for Success with the Oklahoma Academic Standards</b> | / 10               |                     |
|  |   | <b>Gateway 3 Sub-Total</b>  | / 20               |                     |
| <b>Overall Rating</b><br>Exemplifies Quality: All Gateways are Exemplifies Quality<br>Approaching Quality: All Gateways are Approaching Quality or Better<br>Not Representing Quality: Any Gateway is Not Representing Quality |   |   | <b>Total Score</b> | <b>Final Rating</b> |
|  |   |   | /84                |                     |

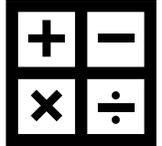
## Gateway 1: Alignment to the Oklahoma Academic Standards and Coherence

The instructional materials are coherent and consistent with the Oklahoma Academic Standards that specify what all students should know and be able to do as learners of mathematics at the end of each grade level.

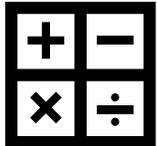
To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

| Gateway 1 Overview   |            |                  |
|--|------------|------------------|
| Criterion  | Indicators | Available Points |
| <b>Criterion 1.1: Alignment to the Oklahoma Academic Standards</b><br>The instructional materials align with the Oklahoma Academic Standards for Mathematics.  | 1a. - 1f.  | <b>14</b>        |
| <b>Criterion 1.2: Learning Progressions and Coherence</b><br>The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands. | 1g. - 1j.  | <b>10</b>        |
|  |            | <b>24</b>        |

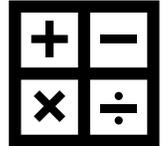
| Criterion 1.1<br>Alignment to the Oklahoma Academic Standards  |   | The instructional materials align with the Oklahoma Academic Standards for Mathematics. |          |
|--|---|---|----------|
| Indicators   | Guiding Questions   | Score   | Comments |
| <p><b>1a. The materials provide students with opportunities to develop a deep understanding of numbers, ways of representing numbers, relationships among numbers, relationships among number systems, and meanings of operations and how they relate to one another, as represented in the Oklahoma Academic Standards for Mathematics Numbers &amp; Operations strand.</b></p>                 | <ul style="list-style-type: none"> <li>Do the materials prompt students to relate and connect numbers?</li> <li>Do the materials include a variety of models to develop number sense concepts?</li> </ul>   | <p>0 <b>1</b> 2<br/>___out of 2</p>   |          |
| <p><b>1b. The materials provide students with opportunities to understand patterns, represent and analyze mathematical situations involving unknowns, use mathematical models to represent and understand quantitative relationships, and analyze change in various contexts, as represented in the Oklahoma Academic Standards for Mathematics Algebra and Algebraic Reasoning strands.</b></p> | <ul style="list-style-type: none"> <li>Do the materials embed tasks that require students to use pattern-based thinking to understand and represent mathematical and contextual situations?</li> <li>Do the materials include tables, pictures, graphs, open sentences, equations or inequalities, rules, and functions to model relevant situations where grade appropriate?</li> <li>Do the materials include opportunities for students to form and verify generalizations based on observations of patterns and relationships?</li> </ul> | <p>0 <b>1</b> 2<br/>___out of 2</p>   |          |



| Criterion 1.1<br>Alignment to the Oklahoma Academic Standards  |  | The instructional materials align with the Oklahoma Academic Standards for Mathematics. |          |
|--|--|---|----------|
| Indicators   | Guiding Questions  | Score   | Comments |
| <p><b>1c. The instructional materials provide students with opportunities to analyze characteristics of two- and three-dimensional objects; categorize and compare objects based on geometric relationships; utilize visualization, spatial reasoning, and geometric modeling to solve problems; understand measurable attributes of objects and the units, systems, and processes of measurement; and apply appropriate techniques, tools, and formulas to determine measurements, as represented in the Oklahoma Academic Standards for Mathematics Geometry and Measurement strand.</b></p> | <ul style="list-style-type: none"> <li>Do the materials include tasks that prompt students to recall, generate, model, and justify geometric concepts?</li> <li>Do the materials include tasks with a variety of two- and three-dimensional objects to promote visualization, spatial reasoning, and geometric modeling?</li> </ul>                                    | <p>0 <b>1</b> 2<br/>___out of 2</p>   |          |
| <p><b>1d. The instructional materials provide students with opportunities to formulate questions that can be addressed with data, and should provide students with opportunities to collect, organize, and display relevant data, as represented in the Oklahoma Academic Standards for Mathematics Data and Probability strand.</b></p>   | <ul style="list-style-type: none"> <li>Do the materials include a variety of student interests and prompt student investigation to collect, organize, and display data?</li> <li>Do the materials model the use of concrete or abstract representations (e.g., pictures, symbols, expressions, equations, graphics) of data and mathematical relationships?</li> </ul> | <p>0 <b>1</b> 2<br/>___out of 2</p>   |          |



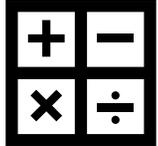
| Criterion 1.1<br>Alignment to the Oklahoma<br>Academic Standards   |   | The instructional materials align with the Oklahoma<br>Academic Standards for Mathematics.                                      |               |
|--|---|---|---------------|
| Indicators   | Guiding Questions   | Score   | Comments      |
| *1e. The materials address the full intent of the grade-level objectives and are aligned with the Oklahoma Academic Standards for Mathematics. | <ul style="list-style-type: none"> <li>Are all Oklahoma Academic Standards for the course supported by the content of the materials?</li> <li>Are all Oklahoma Academic Standards for the course addressed with the appropriate depth to support students in learning the skills and information contained in the standards?</li> </ul> | 0 <span style="background-color: yellow; border: 1px solid black; border-radius: 50%; padding: 2px;">2</span> 4<br>___ out of 2 |               |
| 1f. The instructional materials connect the content of the Oklahoma Academic Standards for Mathematics to relevant experiences.                | Do the materials include tasks that connect relevant learning experiences, as called for by the Oklahoma Academic Standards?  | 0 <span style="background-color: yellow; border: 1px solid black; border-radius: 50%; padding: 2px;">1</span> 2<br>___ out of 2 |               |
| <b>Criterion 1.1 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b>  | <b>Rating</b> |
|  | Exemplifies Quality: 12 - 14<br>Approaching Quality: 8 - 11<br>Not Representing Quality: 0 - 7  | / 14  |               |



**Criterion 1.2  
Learning Progressions and  
Coherence**

The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.

| Indicators  | Guiding Questions  | Score                        | Comments |
|---|--|------------------------------|----------|
| <b>1g. The amount of content designated for one grade level is viable for one school year and fosters coherence from one grade level to the next.</b>   | Do the instructional materials allow for reasonable completion in one academic year and connect content knowledge from one year to the next?   | 0 <b>1</b> 2<br>___ out of 2 |          |
| <b>1h. The materials are consistent with the progressions in the Oklahoma Academic Standards for Mathematics.</b><br><ul style="list-style-type: none"> <li>Materials relate grade-level concepts explicitly to prior knowledge from earlier grades.</li> <li>Materials develop according to the grade-by-grade progression in the Standards. If past or subsequent grades' content is included, it is clearly identified and related to grade-level work.</li> </ul> | <ul style="list-style-type: none"> <li>Are the materials consistent with the progression in the standards?</li> <li>Is grade-level content connected to specific standards from earlier grades?</li> </ul>   | 0 <b>1</b> 2<br>___ out of 2 |          |
| <b>*1i. The instructional materials provide all students with comprehensive and extensive opportunities to engage with grade-level activities.</b>  | <ul style="list-style-type: none"> <li>Do materials concentrate on the mathematics of the grade as referenced in the Oklahoma Academic Standards?</li> <li>Do the materials support student engagement with appropriate grade-level activities?</li> </ul> | 0 <b>2</b> 4<br>___ out of 4 |          |
| <b>1j. The materials foster coherence across a single grade through connections among the Oklahoma Academic Standards for Mathematics.</b>  | Are there problems and activities that serve to connect two or more standards in a strand or two or more strands in a grade?   | 0 <b>1</b> 2<br>___ out of 2 |          |



|   |  |                         |                        |
|---|--|-------------------------|------------------------|
| <p><b>Criterion 1.2<br/>Learning Progressions and<br/>Coherence</b></p> | <p>The instructional materials support the learning progressions emphasized in the Oklahoma Academic Standards for Mathematics so that the curriculum is coherent both within grades and across grade bands.</p> |                         |                        |
| <p><b>Indicators</b></p>  | <p><b>Guiding Questions</b></p>  | <p><b>Score</b></p>     | <p><b>Comments</b></p> |
| <p><b>Criterion 1.2 Summary</b></p>                                     | <p><b>Rating Levels</b></p>  | <p><b>Sub-Total</b></p> | <p><b>Rating</b></p>   |
|   | <p>Exemplifies Quality: 8 - 10<br/>Approaching Quality: 7 - 9<br/>Not Representing Quality: 0 - 6</p>  | <p>/ 10</p>             |                        |

| Gateway 1<br>Points Available | Rating Levels                    | Gateway 1<br>Points Achieved | Gateway 1 Rating |
|-------------------------------|----------------------------------|------------------------------|------------------|
| <b>24</b>                     | Exemplifies Quality: 20 - 24     |                              |                  |
|                               | Approaching Quality: 13 - 19     |                              |                  |
|                               | Not Representing Quality: 0 - 12 |                              |                  |
| <b>Gateway 1 Comments</b>     |                                  |                              |                  |
|                               |                                  |                              |                  |

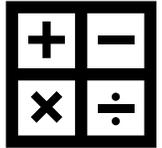
## Gateway 2: Building Student Knowledge and Access

**Gateway 2 examines the way materials provide opportunities for students to engage with, discuss, problem-solve, and deeply understand mathematics.**

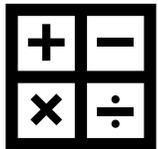
To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

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

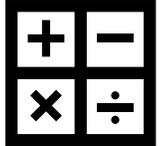
| Gateway 2 Overview  |            |                  |
|---|------------|------------------|
| Criterion   | Indicators | Available Points |
| <p><b>Criterion 2.1: Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)</b><br/>                     The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content.</p>                              | 2a. - 2g.  | 14               |
| <p><b>Criterion 2.2: The Actions and Processes of the Oklahoma Academic Standards for Mathematics</b><br/>                     The instructional materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards.</p> | 2h. - 2l.  | 12               |
| <p><b>Criterion 2.3 Assessment</b><br/>                     The instructional materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards.</p>  | 2m. - 2r.  | 14               |
|   |            | 40               |



| Criterion 2.1<br>Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)  |  | The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content. |          |
|--|--|---|----------|
| Indicators   | Guiding Questions  | Score   | Comments |
| <p><b>2a. Attention to Developing a Deep and Flexible Conceptual Understanding:</b> The materials support the intentional development of students' conceptual understanding of key mathematical concepts, especially where called for in specific academic standards and objectives.</p> | <ul style="list-style-type: none"> <li>• Are tasks and lessons in a sequence connected by an overarching mathematical concept and/or common context that links the mathematics and tasks?</li> <li>• Do the materials regularly include opportunities for students to apply and use mathematics in non-routine problems in the learning sequence?</li> </ul>   | <p>0 <b>1</b> 2<br/>___out of 2</p>   |          |
| <p><b>2b. Attention to Developing Accurate and Appropriate Procedural Fluency:</b> The materials provide intentional opportunities for students to develop procedural skills fluently, especially where called for in specific academic standards and objectives.</p>                    | <ul style="list-style-type: none"> <li>• Do the materials provide students with opportunities to apply math and problem solving procedures to a variety of problems and contexts accurately, efficiently, and flexibly?</li> <li>• Do the materials consistently provide students with opportunities to justify their choices of procedures when solving problems and to strengthen their understanding and skill through practice?</li> </ul> | <p>0 <b>1</b> 2<br/>___out of 2</p>   |          |

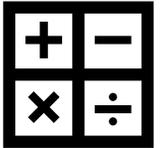


| Criterion 2.1<br>Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)   |  | The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content. |          |
|---|--|---|----------|
| Indicators  | Guiding Questions  | Score   | Comments |
| <p><b>2c. Attention to Developing Mathematical Reasoning: Materials prompt students to explore and communicate a variety of reasoning strategies to think through problems and include opportunities for students to construct viable arguments and analyze the arguments of others concerning key grade-level mathematics details in the content standards.</b></p>              | <ul style="list-style-type: none"> <li>Do students have opportunities to construct viable arguments and analyze the arguments of others (e.g. analyzing student work, conversation stems)?</li> <li>Are students presented with tasks that enable them to reason with mathematics, discuss, and debate appropriate processes and solutions (e.g. collaborative activities, math talks)?</li> </ul> | <p>0 1 2<br/>___out of 2</p>  |          |
| <p><b>2d. Attention to Developing the Ability to Communicate Mathematically: Materials explicitly attend to students discussing, writing, reading, interpreting, and translating ideas and concepts mathematically, increasing their use of mathematical language and terms and analysis of mathematical definitions as they progress through each grade level or course.</b></p> | <ul style="list-style-type: none"> <li>Do materials attend to the specialized language of mathematics?</li> <li>Do the materials provide opportunities for students to communicate mathematically using multiple methods (e.g., presentation, model)?</li> </ul>   | <p>0 1 2<br/>___out of 2</p>  |          |
| <p><b>2e. Attention to Developing Strategies for Problem Solving: Materials include multiple entry points and strategies for students to select from to pursue solutions to various mathematical tasks.</b></p>   | <ul style="list-style-type: none"> <li>Do the materials include strategies for students to discuss and reflect on their own problem-solving strategies for mathematics?</li> <li>Do the materials provide strategies for students to compare a problem solving strategy to alternative problem-solving strategies?</li> </ul>  | <p>0 1 2<br/>___out of 2</p>  |          |



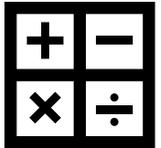
| Criterion 2.1<br>Student Opportunities to Engage in the Mathematical Actions and Processes (MAPs)   |  | The instructional materials provide opportunities for students to regularly use the MAPs to gain a deep understanding of the content. |                    |
|---|--|---|--------------------|
| Indicators  | Guiding Questions  | Score   | Comments           |
| <p><b>2f. Attention to Developing a Productive Mathematical Disposition: Materials include opportunities for students to make use of patterns and mathematical structures and develop the ability to persevere and become resilient, effective problem solvers.</b></p> | <ul style="list-style-type: none"> <li>Do the materials provide opportunities for students to collaborate with one another, reflect, and ask clarifying questions to develop a value for alternative ways of knowing?</li> <li>Do the materials encourage a student mindset that problem solving extends beyond procedural or algorithmic activities with a goal that is limited to the identification of a correct answer?</li> </ul> | <p>0 1 <b>2</b><br/>___out of 2</p>   |                    |
| <p><b>2g. Attention to Developing the Ability to Make Conjectures, Model, and Generalize: Materials include opportunities to make predictions, draw conclusions, and make sense of problems through the use of modeling and other problem-solving strategies.</b></p>   | <ul style="list-style-type: none"> <li>Do the materials prompt students to make a prediction about possible outcomes to a question and explain with reasoning?</li> <li>Do the materials allow students to make connections between ideas, refine processes, and extend their known strategies to apply to larger numbers and problems?</li> </ul>   | <p>0 1 <b>2</b><br/>___out of 2</p>   |                    |
| <b>Criterion 2.1 Summary</b>  |  | <b>Rating Levels</b>  | <b>Sub-Total</b>   |
|   |  | <p><b>Exemplifies Quality: 12 - 14</b><br/> <b>Approaching Quality: 8 - 11</b><br/> <b>Not Representing Quality: 0 - 7</b></p>        | <p><b>/ 14</b></p> |

| <b>Criterion 2.2</b><br><b>The Actions and Processes of the Oklahoma Academic Standards for Mathematics</b>  |  | The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards. |          |
|--|--|--|----------|
| Indicators   | Guiding Questions  | Score  | Comments |
| <b>*2h. Materials include explicit student learning goals that solicit observable evidence of student learning within progressions that guide instructional decisions.</b>   | Do the materials provide learning goals with opportunities for the teacher and students to identify what they are learning and how their daily learning connects to a longer learning progression? | 0 2 4<br>___ out of 4  |          |
| <b>2i. Materials regularly embed activities that engage students in solving and discussing tasks that promote mathematical reasoning and problem-solving which allow multiple entry points and varied solution strategies.</b> | Do the materials support the development of procedures or algorithms as a result of problem solving experiences, allowing for multiple and individualized approaches?                              | 0 1 2<br>___ out of 2  |          |
| <b>2j. Materials frequently engage students in making connections among math representations to use as tools for problem-solving and to deepen their understanding of math concepts and procedures.</b>                        | Do the materials include problems that can be approached from a variety of methods and emphasize connections between representations and context?  | 0 1 2<br>___ out of 2  |          |

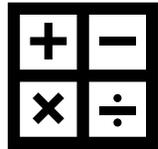


| <b>Criterion 2.2</b><br><b>The Actions and Processes of</b><br><b>the Oklahoma Academic</b><br><b>Standards for Mathematics</b>   |  | The materials provide explicit opportunities for students to demonstrate independent progress to develop proficiency in the Oklahoma Academic Standards. |               |
|---|--|--|---------------|
| Indicators  | Guiding Questions  | Score  | Comments      |
| <b>2k. Materials include support for teachers to facilitate discourse among students which builds a shared understanding of mathematical ideas through students' analysis and comparison of approaches and arguments.</b> | <ul style="list-style-type: none"> <li>Do the materials include scaffolds for the teacher to model effective mathematical dialogue?</li> <li>Do the materials include resources or strategies to build students' mathematical vocabulary (e.g., stories, pictures, classroom charts).</li> <li>Do the materials include rich mathematical tasks that allow students to construct viable arguments and critique the reasoning of others?</li> </ul> | 0 1 <b>2</b><br>___ out of 2   |               |
| <b>2l. The materials use student-relevant questions to assess and advance reasoning and sense-making about important math ideas and relationships.</b>  | Do the materials use questions that refer to a variety of student interests and connect mathematical concepts to real-world issues, problems, and contexts?  | 0 1 <b>2</b><br>___ out of 2   |               |
| <b>Rating Levels</b>  |  | <b>Sub-Total</b>   | <b>Rating</b> |
| <b>Criterion 2.2 Summary</b>  |  | Exemplifies Quality: 10 - 12<br>Approaching Quality: 7 - 9<br>Not Representing Quality: 0 - 6<br><br>/ 12  |               |

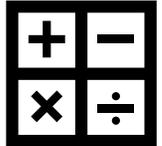
| Criterion 2.3 Assessment   |  | The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards. |          |
|--|--|--|----------|
| Indicators   | Guiding Questions  | Score  | Comments |
| <b>2m. The materials provide strategies and guidance for gathering information on students' prior knowledge within and across grade levels to guide instruction and differentiation.</b> | Do the materials include strategies, prompts, formative assessment probes, or other guidance that support teachers in gathering information on students' prior knowledge, both within and across grade levels, in order to guide grade-level instruction and differentiation?  | 0 1 <b>2</b><br>___out of 2  |          |
| <b>2n. The materials provide opportunities for ongoing, relevant practice and review for students in learning concepts and skills and receiving feedback.</b>                            | <ul style="list-style-type: none"> <li>● Do the materials include tasks that ask students to produce models, practice fluency, create arguments, justify their answers, attend to mathematical practices, and make relevant connections?</li> <li>● Do the materials include tasks that offer revision opportunities for students from self-reflection and/or feedback from peers and/or a teacher on the task?</li> </ul>                               | 0 <b>1</b> 2<br>___out of 2  |          |
| <b>*2o. The materials offer multiple types of assessments including ongoing formative, interim/benchmark, and summative, that clearly denote which academic standards are the focus.</b> | <ul style="list-style-type: none"> <li>● Do the materials provide a variety of assessments including ongoing formative, interim/benchmark, and summative?</li> <li>● Do materials denote what standard is being assessed by each item?</li> <li>● Are students provided opportunities to demonstrate their understanding of mathematics through a variety of performance assessments (e.g., posters, projects, videos, skits, conversations)?</li> </ul> | 0 2 <b>4</b><br>___out of 4  |          |



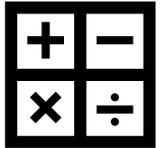
| Criterion 2.3<br>Assessment   |  | The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards. |          |
|---|--|--|----------|
| Indicators  | Guiding Questions  | Score  | Comments |
| <p><b>2p. The materials provide students with resources to monitor their own progress and set academic goals.</b></p>   | <ul style="list-style-type: none"> <li>Do materials provide opportunities for students to monitor their own progress (e.g., end-of-section reflection questions, checks-for-understanding, progress monitoring form)?</li> <li>Do the materials include scaffolds (e.g., guiding questions, graphic organizers) for students to set math learning goal(s) for themselves?</li> </ul>   | <p>0 1 2<br/>___out of 2</p>   |          |
| <p><b>2q. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</b></p>   | <ul style="list-style-type: none"> <li>Do materials support the usage of a variety of accommodations that allow the student to demonstrate their knowledge, skills, and abilities?</li> <li>Do materials support the usage of a variety of accommodations that alter the experience including alterations of timing, setting, presentation, and response?</li> <li>Are students presented with assessment tasks that have more than one method or approach for solving?</li> </ul> | <p>0 1 2<br/>___out of 2</p>   |          |
| <p><b>2r. The materials provide explicit guidance for teachers to use evidence of student thinking to assess their progress toward math understanding and to adjust instruction continually in ways that support and extend learning.</b></p> | <ul style="list-style-type: none"> <li>Do materials include scoring guidance (e.g., rubrics, anchors)?</li> <li>Does the guidance include support for teachers to interpret student performance and suggestions for follow-up?</li> </ul>  | <p>0 1 2<br/>___out of 2</p>   |          |



|                                 |  |                  |                 |
|---------------------------------|--|------------------|-----------------|
| <b>Criterion 2.3 Assessment</b> | The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the Oklahoma Academic Standards. |                  |                 |
| <b>Indicators</b>               | <b>Guiding Questions</b>   | <b>Score</b>     | <b>Comments</b> |
| <b>Criterion 2.3 Summary</b>    | <b>Rating Levels</b>   | <b>Sub-Total</b> | <b>Rating</b>   |
|                                 | Exemplifies Quality: 12 - 14<br>Approaching Quality: 8 - 11<br>Not Representing Quality: 0 - 7   | / 14             |                 |



| Gateway 2<br>Points Available | Rating Levels                    | Gateway 2<br>Points Achieved | Gateway 2 Rating |
|-------------------------------|----------------------------------|------------------------------|------------------|
| <b>40</b>                     | Exemplifies Quality: 32 - 40     |                              |                  |
|                               | Approaching Quality: 21 - 31     |                              |                  |
|                               | Not Representing Quality: 0 - 20 |                              |                  |
| <b>Gateway 2 Comments</b>     |                                  |                              |                  |
|                               |                                  |                              |                  |



## Gateway 3: Teacher and Student Supports and Usability

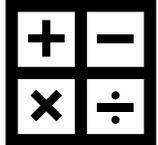
**Materials support teachers to fully utilize the curriculum and understand the skills and learning of their students.**

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

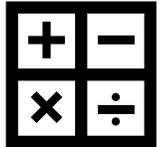
- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

| Gateway 3 Overview  |            |                  |
|---|------------|------------------|
| Criterion   | Indicators | Available Points |
| <b>Criterion 3.1: Differentiation, Scaffolding, and Supports for All Learners</b><br>The materials give all students extensive opportunities and support to explore key concepts.   | 3a. - 3g.  | <b>10</b>        |
| <b>Criterion 3.2: Teacher Planning and Learning for Success with the Oklahoma Academic Standards for Mathematics</b><br>The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts. | 3h. – 3k.  | <b>10</b>        |
|   |            | <b>20</b>        |

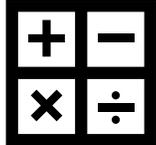
| Criterion 3.1<br>Differentiation, Scaffolding, and Supports for All Learners  |  | The materials give all students extensive opportunities and support to explore key concepts. |          |
|---|--|--|----------|
| Indicators  | Guiding Questions  | Score  | Comments |
| <p><b>3a. The materials sequence math tasks in a way that is intentional and supports student learning.</b></p>   | <ul style="list-style-type: none"> <li>Are the sequencing of assignments intentional in development (e.g., concrete before abstract, logical flow of material)?</li> <li>Do the materials provide problems and exercises that intentionally build student background knowledge and enable students to apply what they have learned in past lessons and grade levels to develop proficiency in new mathematics concepts?</li> </ul> | <p>0 1 2<br/>___out of 2</p>   |          |
| <p><b>3b. Manipulatives or models are faithful, accurate, and appropriate representations of the mathematical objects they represent and connected to a variety of math tasks found in the materials.</b></p> | <ul style="list-style-type: none"> <li>Are the manipulatives or models consistent representations of the mathematical objects?</li> <li>Are the manipulatives or models connected to a variety of math tasks found in the materials?</li> </ul>  | <p>0 1 2<br/>___out of 2</p>   |          |
| <p><b>3c. The materials are presented in an organized and visually stimulating way that supports students in engaging thoughtfully with the subject.</b></p>  | <ul style="list-style-type: none"> <li>Do the materials maintain a consistent layout for each lesson?</li> <li>Are the representations and models supportive of student learning and engagement without being visually distracting?</li> </ul>   | <p>Narrative Evidence Only</p>   |          |



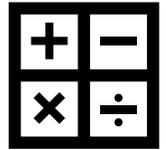
| Criterion 3.1<br>Differentiation, Scaffolding, and Supports for All Learners   |  | The materials give all students extensive opportunities and support to explore key concepts. |          |
|--|--|--|----------|
| Indicators   | Guiding Questions  | Score  | Comments |
| <p><b>3d. The materials incorporate a glossary, footnotes, recordings, graphics, and/or other features that aid students in using the materials to progress understanding of mathematical concepts.</b></p>  | <p>Do the materials include features (e.g., glossaries, footnotes, recordings, pictures, charts, tables) that aid students and teachers in using them effectively?</p>   | <p>0 1 <b>2</b><br/>___out of 2</p>  |          |
| <p><b>3e. The materials include opportunities for teachers to personalize learning for all students.</b></p>   | <ul style="list-style-type: none"> <li>• Do the materials integrate tangible and/or digital interactive tools, manipulatives/objects, and/or dynamic mathematics software in ways that engage students in mathematical actions and processes and support differentiation?</li> <li>• Do the materials provide supporting resources for teachers to adapt lessons or activities based on student need and experiences?</li> </ul> | <p>0 1 <b>2</b><br/>___out of 2</p>  |          |
| <p><b>3f. Any digital materials are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems and are not proprietary to any single platform) and allow the use of tablets and mobile devices.</b></p> | <ul style="list-style-type: none"> <li>• Are digital materials (either included as part of the comprehensive materials or as a part of a digital curriculum) web-based and compatible with multiple internet browsers?</li> <li>• Are materials “platform neutral”?</li> </ul>   | <p>Narrative Evidence</p>  |          |



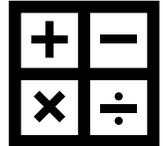
| Criterion 3.1<br>Differentiation, Scaffolding, and<br>Supports for All Learners                            |   | The materials give all students extensive opportunities and support to explore key concepts. |               |
|--|---|--|---------------|
| Indicators   | Guiding Questions   | Score  | Comments      |
| <p><b>3g. Materials provide teachers with strategies for meeting the needs of a range of learners.</b></p> | <ul style="list-style-type: none"> <li>Do the materials provide appropriate supports, scaffolds, and/or accommodations for all students, including exceptional populations and diverse learners (e.g., learners with IEPs, heritage language learners, multilingual learners, and gifted learners) that will support their regular and active participation in learning mathematics?</li> <li>Do the materials provide opportunities for teachers to use a variety of grouping strategies for regular and intervention instruction (e.g., individual, small group, whole group)? If the materials include technology, it provides opportunities for teachers and/or students to collaborate with each other (e.g., websites, discussion groups, webinars)?</li> </ul> | <p>0 1 2</p> <p>___out of 2</p>  |               |
| <b>Criterion 3.1 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b>   | <b>Rating</b> |
|  | <p><b>Exemplifies Quality: 8 - 10</b><br/> <b>Approaching Quality: 6 - 7</b><br/> <b>Not Representing Quality: 0 - 5</b></p>  | <b>/ 10</b>  |               |



| Criterion 3.2<br>Teacher Planning and Learning<br>for Success with the Oklahoma<br>Academic Standards  |   | The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts. |          |
|--|---|---|----------|
| Indicators   | Guiding Questions   | Score   | Comments |
| <p><b>3h. The materials support teachers in planning and delivering effective instruction by providing:</b></p> <ul style="list-style-type: none"> <li>● Techniques to guide students’ mathematical development.</li> <li>● Common student errors and misconceptions with ways to identify and address these errors and misconceptions.</li> </ul>   | <ul style="list-style-type: none"> <li>● Are there embedded resources that explain common misconceptions and how the teacher can navigate through, or leverage, the misconception to progress learner understanding?</li> <li>● Do the techniques provided help teachers guide students’ math development (e.g., question stems, facilitation guides, suggestions for differentiation)?</li> </ul>  | <p>0 1 2</p> <p>___ out of 2</p>  |          |
| <p><b>*3i. The materials include a teacher’s edition that contains:</b></p> <ul style="list-style-type: none"> <li>● Full, adult-level explanations and examples of mathematics concepts in each lesson.</li> <li>● Ample and useful annotations.</li> <li>● Suggestions for how to present the content in the student edition and in any supplemental materials.</li> <li>● Guidance for the use of embedded technology to support and enhance student learning (when applicable).</li> </ul> | <ul style="list-style-type: none"> <li>● Are there overview sections and/or annotations that contain narrative information about the math content and/or ancillary documents that will assist the teacher in presenting the student material, understanding the standards, and allowing for seamless transitions of that knowledge of student learning?</li> <li>● If technology support is embedded, are there links that will enhance the learning for all students?</li> </ul> | <p>0 2 4</p> <p>___ out of 4</p>  |          |



| <b>Criterion 3.2<br/>Teacher Planning and Learning for Success with the Oklahoma Academic Standards</b>   |  | The materials provide teachers with guidance to build their own knowledge and to give all students extensive opportunities and support to explore key concepts. |          |
|---|--|---|----------|
| Indicators  | Guiding Questions  | Score   | Comments |
| <p><b>3j. The materials include an outline and justification of its contents, including:</b></p> <ul style="list-style-type: none"> <li>● An explanation of the role of specific grade-level mathematics in the context of the overall mathematics curriculum for pre-kindergarten through high school.</li> <li>● A list of lessons cross-referencing the academic standards addressed and providing an estimated instructional time for each lesson, chapter, and unit (i.e., pacing guide).</li> <li>● Explanations of the instructional approaches of the program and identification of research-based strategies used in the materials.</li> </ul> | <ul style="list-style-type: none"> <li>● Are there chapter or lesson overviews that explain the progression of the content and how this specific course connects to previous and upcoming courses?</li> <li>● Is there clear documentation that aligns standards to lessons, chapters, units, and/or topics?</li> <li>● Is there clear documentation that provides estimated instructional time for lessons, chapters, units, and/or topics?</li> <li>● Do the materials contain an explanation of the instructional approaches to the program?</li> <li>● Do the materials contain research-based strategies? Are these strategies identified?</li> </ul> | <p>0 1 2</p> <p>___out of 2</p>   |          |
| <p><b>3k. The materials provide strategies for informing families about the mathematics program and suggestions for how they can help support student progress and achievement.</b></p>   | <ul style="list-style-type: none"> <li>● Do the materials include strategies to inform families about the mathematical program and how they can support student progress?</li> <li>● Do the materials contain suggestions for how parents or caregivers can support student progress and achievement?</li> </ul>   | <p>0 1 2</p> <p>___out of 2</p>   |          |



|                              | Rating Levels  | Sub-Total | Rating |
|------------------------------|--|-----------|--------|
| <b>Criterion 3.2 Summary</b> | Exemplifies Quality: 8 - 10<br>Approaching Quality: 6 - 7<br>Not Representing Quality: 0 - 5 | / 10      |        |

| Gateway 3<br>Points Available | Rating Levels                    | Gateway 3<br>Points Achieved | Gateway 3 Rating |
|-------------------------------|----------------------------------|------------------------------|------------------|
| <b>20</b>                     | Exemplifies Quality: 16 - 20     |                              |                  |
|                               | Approaching Quality: 11 - 15     |                              |                  |
|                               | Not Representing Quality: 0 - 10 |                              |                  |
| <b>Gateway 3 Comments</b>     |                                  |                              |                  |
|                               |                                  |                              |                  |



January 30, 2024

Dear State Board Member/Chairwoman Wesson,

We appreciate the dedication of your time and effort in the ongoing, comprehensive review of instructional materials for K12 mathematics and look forward to continuing our partnership with the educators, students and families of Oklahoma. While our preferred point of contact for communication would be the Oklahoma State Department of Education we have been unable to identify who at the department is now guiding this critical process.

Savvas Learning Company respectfully asks for your inclusion of the *enVision Mathematics Oklahoma* grades K-2 on the Oklahoma State Textbook Approved Titles list as either “Exemplifies Quality” or “Approaching Quality” to ensure students have access to a coherent and high-quality curriculum grades K-12.

### ***enVision Mathematics* High Quality Reviews**

*enVision Mathematics Oklahoma* is part of the *enVision Mathematics* suite of products. *enVision Mathematics* is a highly rated curriculum and is the most widely used program in schools across the United States.

*enVision Mathematics* has been reviewed by EdReports and identified as a high-quality curriculum, receiving a green rating in all three gateways. This independent review validates this program’s alignment to focus, coherence, rigor, and usability.

*enVision Mathematics* has been reviewed and approved in state adoptions across the country, including: Florida, Indiana, West Virginia, Tennessee, Georgia, Alabama, and Texas. This program remains the most widely used program in Florida, Alabama, Texas, and Tennessee.

The Oklahoma content expert review teams for *enVision Mathematics Oklahoma* grades 3-12 rated the program as “Exemplifies Quality”. *enVision Mathematics Oklahoma* is designed to be a consistent program with a coherent instructional design from grades K-12, building on skills and concepts from grade to grade. Having an intentionally-designed and coherent curriculum K-12 is amongst the best ways to ensure students are receiving high quality instruction and have access to rigorous grade level learning.

### **Appeal to Committee**

Current law states in 70 O.S. § 16-102, that, “**The Committee shall consider but not be required to accept the recommended rating of the review teams.**” In situations where choices are limited, the committee may choose to add additional materials to the approved list, as was done at the November 17, 2023 meeting when the committee added two Trigonometry titles to the approved list, even though the review committee had not found full alignment. In doing this, the committee gave teachers the option to have local choice in their decisions that would best meet the needs of their particular students.

Further, while the review teams submit their review for their specific grade level, the Committee has access to all of the grade bands and may choose to approve a grade band in order to support districts who would like a complete K-12 articulation.

By including *enVision Mathematics Oklahoma* grades K-2 on the State Textbook Approved list as either “Exemplifies Quality” or “Approaching Quality”, you would be giving districts options to review and select a curriculum that fits the unique needs of their students. It would also give the districts within Oklahoma the opportunity to adopt a coherent, high quality curriculum across grades K-12 and use a program that would be aligned with their grades 3-12 decision.

Additionally, most districts in Oklahoma already use Savvas' K-12 learning platform, Savvas Realize, in other content areas. If districts adopt *enVision Mathematics Oklahoma* K-12 teachers and students have access to all grade levels to support students who may have missed content in lower grades. This also removes barriers of managing and navigating multiple platforms, saving teachers and students time and allowing them to access and interact with their instructional materials with ease. It also allows access for district-level performance data for multiple content areas within one, consistent interface.

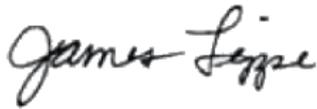
### **Response to Initial Review**

Based on the initial feedback from the content expert review team for grades K-2, Savvas Learning is prepared to provide enhanced resources and instructional guidance for grades K-2 teachers to further support the instruction aligned to the Oklahoma-specific content standards. Savvas will add a Solve & Share lesson step to each Oklahoma-specific lesson, providing additional opportunities for students to explore and engage with Oklahoma-specific content standards. Detailed support for teachers will also be provided. A prototype is attached.

### **Closing Remarks**

Savvas Learning Company is a committed partner in delivering high-quality instructional materials to support the success of all Oklahoma students across K-12. We honor the feedback and expertise of the content expert review teams and are prepared to address the concerns and feedback provided. We ask for your consideration of the information above in the decision to modify the recommendation of your content expert review team for *enVision Mathematics Oklahoma* grades K-2 from "Not Representing Quality" to "Approaching Quality" or "Exemplifies Quality" to provide the opportunity for Oklahoma districts to adopt a high-quality, coherent curriculum across grades K-12.

Thank you for your consideration,



**James Lippe**  
Senior Vice President, Head of Sales & Operations  
Savvas Learning Company

630.803.5120  
james.lippe@savvas.com

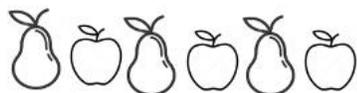
# REPEATING PATTERNS



Name \_\_\_\_\_ Oklahoma Lesson 5

## Solve & Share

Rosi created some patterns with fruits.  
Explain how the patterns are alike and  
how they are different.



Create a fruit pattern.

**Academic Objective 1.A.1.1** Identify, create, complete, and extend repeating, increasing, and decreasing patterns in a variety of contexts (e.g., quantity, numbers, or shapes). Also **1.N.1.5**

**Students will** identify, create, complete, and extend repeating number or shape patterns.

**Vocabulary** Repeating, pattern

**Solve & Share** Formative Assessment

**Purpose:** To elicit productive struggle that builds understanding by connecting prior knowledge to new ideas. Students identify the patterns created by the various fruits. They will also create their own fruit pattern.

## BEFORE WHOLE CLASS

### 1. Introduce the Solve & Share Problem.

Distribute the student page.

### 2. Check for Understanding of the Problem.

What are the fruits in the first problem? The second problem? Which fruits repeat to make a pattern?

## DURING SMALL GROUP

### 3. Observe Students at Work.

To support productive struggle, observe and, if needed, ask guiding questions that elicit thinking.

- Can students name the fruits?
- Can students identify how the fruits repeat?

## AFTER WHOLE CLASS

### 4. Discuss Solution Strategies and Key Ideas

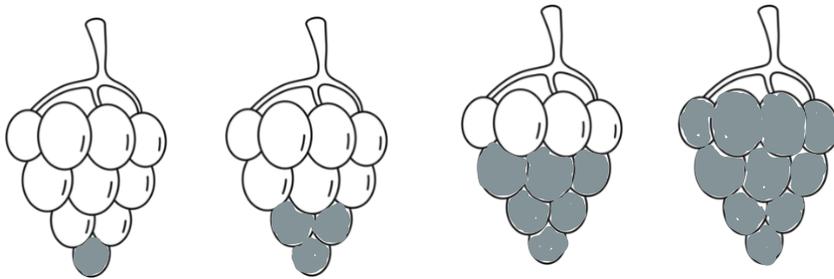
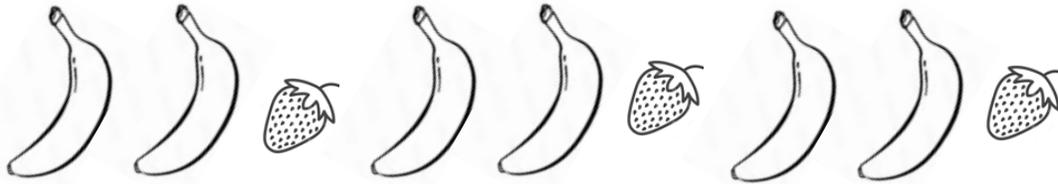
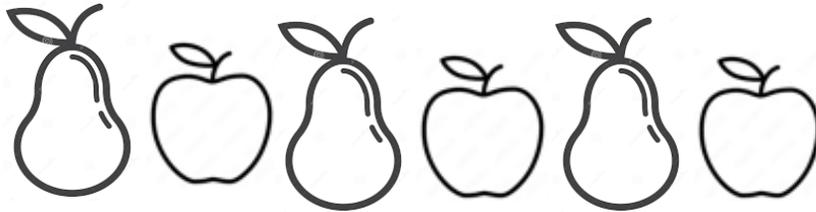
Based on your observations, choose which solutions to have students share and in what order.

### 5. Consider Instructional Implications

Using student's work on the Solve & Share, show them that a type of pattern has items that repeat.

### Solve & Share

Rosi created some patterns with fruits.  
Explain how the patterns are alike and  
how they are different.



Create a fruit pattern.



# High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION



OKLAHOMA  
Education

# 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 (☒).

|   |                            |   |                            |   |
|---|----------------------------|---|----------------------------|---|
| <b>Gateway 1</b><br>Alignment to the Standards and Artistic Processes | Exemplifies Quality →      | <b>Gateway 2</b><br>Teacher Supports and Assessment | Exemplifies Quality →      | <b>Gateway 3</b><br>Usability, Access, and Intentional Design |
|   | Approaching Quality →      |   | Approaching Quality →      |   |
|   | Not Representing Quality ☒ |   | Not Representing Quality ☒ |   |

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

## Review Summary

| Gateway  |  | Criterion                      | Score              | Rating              |
|--|--|--------------------------------|--------------------|---------------------|
| <b>1</b>   | <b>Alignment to the Standards and Artistic Processes</b> | 1.1 Alignment to the Standards | / 12               |                     |
|  |  | 1.2 Artistic Processes         | / 8                |                     |
|  |  | <b>Gateway 1 Sub-Total</b>     | <b>/ 20</b>        |                     |
| <b>2</b>   | <b>Teacher Supports and Assessment</b>                   | 2.1 Teacher Supports           | / 12               |                     |
|  |  | 2.2 Assessment                 | / 12               |                     |
|  |  | <b>Gateway 2 Sub-Total</b>     | <b>/ 24</b>        |                     |
| <b>3</b>   | <b>Usability, Access, and Intentional Design</b>         | 3.1 Usability, Access          | / 16               |                     |
|  |  | 3.2 Intentional Design         | / 14               |                     |
|  |  | <b>Gateway 3 Sub-Total</b>     | <b>/ 30</b>        |                     |
| <b>4</b>   | <b>Statutory and Regulatory Fidelity</b>                 | 4.1 70 O.S. 24-157             | / 8                |                     |
|  |  | 4.2 OAC 720:10-5-3             | / 13               |                     |
|  |  | <b>Gateway 4 Sub-Total</b>     | <b>/ 21</b>        |                     |
| <b>Overall Rating</b>  |  |                                | <b>Total Score</b> | <b>Final Rating</b> |
| Exemplifies Quality: All Gateways are Exemplifies Quality.<br>Approaching Quality: All Gateways are Approaching Quality or Better.<br>Not Representing Quality: Any Gateway is Not Representing Quality. |  |                                | <b>/ 95</b>        |                     |

## Gateway 1: Alignment to the Standards and Artistic Processes

| Criterion   | Indicators | Available Points |
|---|------------|------------------|
| <b>1.1: Alignment to the Standards</b><br>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               |
| <b>1.2: Artistic Processes</b><br>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               |

| <b>Criterion 1.1<br/>Alignment to the<br/>Standards</b>  | <b>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts aligned to the Oklahoma Academic Standards for Fine Arts.</b>  |                  |                 |
|--|--|------------------|-----------------|
| <b>Indicators</b>  | <b>Guiding Questions</b>   | <b>Score</b>     | <b>Comments</b> |
| <b>1a. Materials support instruction of the Oklahoma Academic Standards for Fine Arts.</b>   | <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> | 0 1 2            |                 |
| <b>1b. Materials support student creative and artistic expression as outlined by the Oklahoma Academic Standards for Fine Arts.</b>                              | <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>   | 0 1 2            |                 |
| <b>1c. Materials develop student artistic skills and fluencies appropriate to the grade level, as outlined by the Oklahoma Academic Standards for Fine Arts.</b> | <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>    | 0 2 4            |                 |
| <b>1d. Materials engage students in the content and skills outlined in the Oklahoma Academic Standards for Fine Arts.</b>  | <p>How are students engaged with learning?</p> <p>How do the materials make intentional inclusion of student voice and choice?</p>   | 0 2 4            |                 |
| <b>Criterion 1.1<br/>Summary</b>   | <b>Rating Levels</b>   | <b>Sub-Total</b> | <b>Rating</b>   |
|  | <b>Exemplifies Quality: 10-12</b><br><b>Approaching Quality: 7-9</b><br><b>Not Representing Quality: 0-6</b>   | <b>/ 12</b>      |                 |

| Criterion 1.2<br>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 |
| <b>1e. CREATING</b> 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> | 0 1 2   |          |
| <b>1f. PERFORMING/PRODUCING</b> 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>                         | 0 1 2   |          |
| <b>1g. RESPONDING/AESTHETIC RESPONSE AND CRITIQUE METHODOLOGIES</b> 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>                                 | 0 1 2   |          |
| <b>1h. CONNECTING/CULTURAL AND HISTORICAL</b>  | How do materials encourage students to synthesize and relate knowledge or personal experiences to art-making?  | 0 1 2   |          |

|  |  |                         |                      |
|--|--|-------------------------|----------------------|
| <p><b>PERSPECTIVES Materials provide opportunities for students to connect artistic ideas and work with personal meaning and external context.</b></p> | <p>Do materials include societal, cultural or historical context (including Oklahoma context) to deepen artistic literacy and understanding?</p> |                         |                      |
| <p><b>Criterion 1.2 Summary</b></p>  | <p><b>Rating Levels</b></p>  | <p><b>Sub-Total</b></p> | <p><b>Rating</b></p> |
|  | <p>Exemplifies Quality: 7-8<br/>Approaching Quality: 5-6<br/>Not Representing Quality: 0-4</p>   | <p>/ 8</p>              |                      |

| <p><b>Gateway 1 Points Available</b></p> | <p><b>Rating Levels</b></p>           | <p><b>Gateway 1 Points Achieved</b></p> | <p><b>Gateway 1 Rating</b></p> |
|--|---------------------------------------|---|--------------------------------|
| <p><b>20</b></p>                         | <p>Exemplifies Quality: 16-20</p>     | <p><b>/ 20</b></p>                      |                                |
|  | <p>Approaching Quality: 11-15</p>     |   |                                |
|  | <p>Not Representing Quality: 0-10</p> |   |                                |
| <p><b>Gateway 1 Comments</b></p>         |                                       |   |                                |
|  |                                       |   |                                |

## 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 |
|---|------------|------------------|
| <b>2.1: Teacher Supports</b><br>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               |
| <b>2.2: Assessment</b><br>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               |

| <b>Criterion 2.1<br/>Teacher Supports</b>  |   | 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. |                 |
|--|---|---|-----------------|
| <b>Indicators</b>  | <b>Guiding Questions</b>  | <b>Score</b>  | <b>Comments</b> |
| <b>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.</b>  | Do the materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials?<br><br>Do the materials engage students to guide their artistic, creative, and technical development? | 0 2 4   |                 |
| <b>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).</b> | Do the materials contain adult-level explanations?<br><br>Do the materials include examples of more complex concepts or skills so teachers can improve their knowledge of the fine arts subject?  | 0 1 2   |                 |
| <b>2c. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.</b>  | Do the materials provide explanations of the instructional approaches appropriate to the fine arts subject?<br><br>Do the materials identify research-based strategies?   | 0 1 2   |                 |
| <b>2d. Materials provide: 1) 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</b>  | Do materials provide differentiation support to engage all students in the arts content?<br><br>Do the materials include overarching  | 0 2 4   |                 |

| <b>Criterion 2.1<br/>Teacher Supports</b>  | 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. |              |                 |
|--|---|--------------|-----------------|
| <b>Indicators</b>  | <b>Guiding Questions</b>  | <b>Score</b> | <b>Comments</b> |
| <b>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.</b>  | Do the materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials?<br><br>Do the materials engage students to guide their artistic, creative, and technical development?   | 0 2 4        |                 |
| <b>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).</b> | Do the materials contain adult-level explanations?<br><br>Do the materials include examples of more complex concepts or skills so teachers can improve their knowledge of the fine arts subject?  | 0 1 2        |                 |
| <b>2c. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.</b>  | Do the materials provide explanations of the instructional approaches appropriate to the fine arts subject?<br><br>Do the materials identify research-based strategies?   | 0 1 2        |                 |
| <b>will support their regular and active participation, and 2) 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.</b>          | guidance on strategies and accommodations for special populations?<br><br>Do materials suggest strategies and support for students' exploration of  |              |                 |

| <b>Criterion 2.1<br/>Teacher Supports</b>   |   |                  |               |
|---|---|------------------|---------------|
| 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      |
| <b>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.</b>   | Do the materials provide teacher guidance with useful annotations and suggestions for how to use the student materials and ancillary materials? | 0 2 4            |               |
|   | Do the materials engage students to guide their artistic, creative, and technical development?  |                  |               |
| <b>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).</b>  | Do the materials contain adult-level explanations?  | 0 1 2            |               |
|   | Do the materials include examples of more complex concepts or skills so teachers can improve their knowledge of the fine arts subject?          |                  |               |
| <b>2c. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.</b>   | Do the materials provide explanations of the instructional approaches appropriate to the fine arts subject?                                     | 0 1 2            |               |
|   | Do the materials identify research-based strategies?  |                  |               |
|   | grade- or skill-level content at a higher level of complexity, not students completing additional tasks, but as an extension of their learning? |                  |               |
| <b>Criterion 2.1 Summary</b>  | <b>Rating Levels</b>  | <b>Sub-Total</b> | <b>Rating</b> |

| <b>Criterion 2.1<br/>Teacher Supports</b>  |  | 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. |                 |
|--|--|---|-----------------|
| <b>Indicators</b>  | <b>Guiding Questions</b>   | <b>Score</b>  | <b>Comments</b> |
| <b>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.</b>  | <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> | 0 2 4   |                 |
| <b>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).</b> | <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>  | 0 1 2   |                 |
| <b>2c. Materials provide explanations of the instructional approaches of the program and identification of the research-based strategies.</b>  | <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>   | 0 1 2   |                 |
|  | <p><b>Exemplifies Quality:</b> 10-12<br/> <b>Approaching Quality:</b> 7-9<br/> <b>Not Representing Quality:</b> 0-6</p>  | <b>/ 12</b>   |                 |

|                      |   |
|----------------------|---|
| <b>Criterion 2.2</b> | Instructional materials include multiple models of diagnostic, formative, and |
|----------------------|---|

| <b>Assessments</b>  |  | <p>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.</p> |                 |
|---|--|--|-----------------|
| <b>Indicators</b>   | <b>Guiding Questions</b>   | <b>Score</b>   | <b>Comments</b> |
| <p><b>2e. Assessments are aligned to the standards and provide a continuum of assessments: formative, summative, performance-based, and self-assessment measures.</b></p>   | <p>Are assessments aligned to the standards?</p> <p>Are multiple types of assessments provided?</p>  | <p>0 2 4</p>   |                 |
| <p><b>2f. 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.</b></p> | <p>Do materials include various methods of assessment specific to the art form?</p> <p>Are the assessments age-appropriate?</p>  | <p>0 2 4</p>   |                 |
| <p><b>2g. The assessment materials offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.</b></p>   | <p>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?</p> <p>Are students presented with tasks that have more than one method or approach?</p> | <p>0 1 2</p>   |                 |
| <p><b>2h. The materials provide explicit guidance for teachers to use evidence of student performance to assess their progress toward proficiency and to adjust</b></p>   | <p>Do materials include scoring guidance (e.g., rubrics, anchors) and best practices for the art form?</p>   | <p>0 1 2</p>   |                 |

|   |   |                  |               |
|---|---|------------------|---------------|
| instruction continually in ways that support and extend learning. | Does guidance include support for teachers to adjust instruction and suggestions for follow-up? |                  |               |
| <b>Criterion 2.2 Summary</b>                                      | <b>Rating Levels</b>  | <b>Sub-Total</b> | <b>Rating</b> |
|   | Exemplifies Quality: 10-12<br>Approaching Quality: 7-9<br>Not Representing Quality: 0-6         | <b>/ 12</b>      |               |

| Gateway 2 Points Available | Rating Levels  | Gateway 2 Points Achieved | Gateway 2 Rating |
|----------------------------|--|---------------------------|------------------|
| <b>24</b>                  | Exemplifies Quality: 19-24<br>Approaching Quality: 13-18<br>Not Representing Quality: 0-12 | <b>/ 24</b>               |                  |
| <b>Gateway 2 Comments</b>  |  |                           |                  |
|                            |  |                           |                  |

## 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 |
| <b>3.1: Usability and Access</b><br>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               |
| <b>3.2: Intentional Design</b><br>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               |

| <b>Criterion 3.1<br/>Usability and Access</b>  |   | Materials support teachers with clear directions, supply lists, navigational tools, and flexibility in sequencing and pacing. Materials also provide strategies for communication with stakeholders. |                 |
|--|---|--|-----------------|
| <b>Indicators</b>  | <b>Guiding Questions</b>  | <b>Score</b>   | <b>Comments</b> |
| <b>3a. The materials include clear directions, goals and expectations that are provided, explained, and demonstrated in multiple ways for the lesson.</b>  | <p>Do the teacher materials provide explicit directions that are easy for a teacher to understand and implement?</p> <p>Are the goals and expectations explained and demonstrated in multiple ways?</p> | 0 2 4  |                 |
| <b>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.</b> | <p>Do the instructional materials provide or include suggestions for supplemental supplies?</p> <p>Do the materials clearly indicate when supplies are needed?</p>                                      | 0 2 4  |                 |
| <b>3d. 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.).</b>   | <p>Are there indices and navigational tools which allow the teacher to easily locate specific resources?</p>  | 0 1 2  |                 |
| <b>3e. 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.</b>                              | <p>Do the materials allow for flexibility depending on how often instruction occurs, the length of instruction, etc.?</p>   | 0 2 4  |                 |

|  |   |                         |                      |
|--|---|-------------------------|----------------------|
| <p><b>3f. 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.</b></p> | <p>Do the materials provide strategies for informing all stakeholders about the program?</p> <p>Do the materials provide teachers suggestions for how they can help support student progress and achievement?</p> | <p>0 1 2</p>            |                      |
| <p><b>Criterion 3.1 Summary</b></p>  | <p><b>Rating Levels</b></p>   | <p><b>Sub-Total</b></p> | <p><b>Rating</b></p> |
|  | <p><b>Exemplifies Quality: 13-16</b><br/> <b>Approaching Quality: 9-12</b><br/> <b>Not Representing Quality: 0-8</b></p>  | <p><b>/ 16</b></p>      |                      |

|  |  |                     |                        |
|--|--|---------------------|------------------------|
| <p><b>Criterion 3.2 Intentional Design</b></p>   | <p>Materials support students and teachers with a visual design that is engaging and references or integrates digital technology with guidance for teachers.</p> |                     |                        |
| <p><b>Indicators</b></p>   | <p><b>Guiding Questions</b></p>  | <p><b>Score</b></p> | <p><b>Comments</b></p> |
| <p><b>3g. 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.</b></p> | <p>Do the materials integrate digital technology and interactive tools in ways that support student engagement in the arts subject?</p>                          | <p>0 2 4</p>        |                        |
| <p><b>3h. Materials include or reference digital technology that provides opportunities for students to collaborate with each other.</b></p>   | <p>Do digital materials provide opportunities for students to collaborate with each other?</p>   | <p>0 1 2</p>        |                        |
| <p><b>3i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the arts subject.</b></p>  | <p>Does visual design support student learning and engagement?</p>   | <p>0 2 4</p>        |                        |
| <p><b>3j. Materials provide teacher guidance for the use of embedded technology to support</b></p>   | <p>Do the materials provide teacher guidance for the use of embedded</p>   | <p>0 2 4</p>        |                        |

|                               |  |                  |               |
|-------------------------------|--|------------------|---------------|
| and enhance student learning. | technology to support and enhance student learning?                                      |                  |               |
| <b>Criterion 3.2 Summary</b>  | <b>Rating Levels</b>   | <b>Sub-Total</b> | <b>Rating</b> |
|                               | Exemplifies Quality: 11-14<br>Approaching Quality: 8-10<br>Not Representing Quality: 0-7 | <b>/ 14</b>      |               |

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

## 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 |
| <b>Criterion 4.1:</b> Materials align with Oklahoma statute 70 O.S. § 24-157.       | <b>4a-4h</b> | <b>8</b>         |
| <b>Criterion 4.2:</b> Materials align with Oklahoma Administrative Code 720:10-5-3. | <b>4i-4u</b> | <b>13</b>        |
|   |              | <b>21</b>        |

| <b>Criterion 4.1</b><br><b>Statutory and Regulatory Fidelity</b>  | <b>Oklahoma statute 70 O.S. § 24-157</b> |                 |
|---|--|-----------------|
| <b>Indicators</b>   | <b>Score</b>                             | <b>Comments</b> |
| <b>4a. Do the instructional materials teach or promote the idea that one race or sex is inherently superior to another race or sex?</b>   | 0 1                                      |                 |
| <b>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?</b>                | 0 1                                      |                 |
| <b>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?</b>                       | 0 1                                      |                 |
| <b>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?</b>   | 0 1                                      |                 |
| <b>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?</b>   | 0 1                                      |                 |
| <b>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?</b> | 0 1                                      |                 |
| <b>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?</b>              | 0 1                                      |                 |

|   |  |                  |               |
|---|--|------------------|---------------|
| <b>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?</b> | 0 1  |                  |               |
| <b>Criterion 4.1 Summary</b>  | <b>Rating Levels</b>   | <b>Sub-Total</b> | <b>Rating</b> |
|   | <b>Exemplifies Quality: 7-8<br/>Approaching Quality: 5-6<br/>Not Representing Quality: 0-4</b> | <b>/8</b>        |               |

| <b>Criterion 4.2<br/>Statutory and Regulatory Fidelity</b>  | <b>Oklahoma Administrative Code 720:10-5-3</b> |                 |
|---|--|-----------------|
| <b>Indicator</b>  | <b>Score</b>                                   | <b>Comments</b> |
| <b>4i. Are the instructional materials subjective in content and partial in interpretations?</b>  | 0 1  |                 |
| <b>4j. Do the instructional materials encourage or condone civil disorder, social strife, or disregard for the law?</b>   | 0 1  |                 |
| <b>4k. Do the instructional materials degrade or avoid teaching, where appropriate, high moral standards, including:</b> <ul style="list-style-type: none"> <li>● Honesty?</li> <li>● Respect for parents, teachers, and those properly in authority?</li> <li>● The importance of the work ethic in achieving personal goals?</li> <li>● The existence of absolute values of right and wrong?</li> </ul> | 0 1  |                 |
| <b>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?</b>   | 0 1  |                 |
| <b>4m. Do the instructional materials exclude or undermine the principles of the free enterprise system and the effectiveness of the free enterprise system?</b>  | 0 1  |                 |
| <b>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?</b>  | 0 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   |                  |               |
| 4p. Do the instructional materials present imbalanced and nonfactual treatments to controversial, political, and social movements with biased editorial judgments?   | 0 1   |                  |               |
| 4q. Do the instructional materials promote illegal lifestyles or sexual behavior, or promote sadistic or degrading behavior?   | 0 1   |                  |               |
| 4r. Do the instructional materials include blatantly offensive language or illustrations?  | 0 1   |                  |               |
| 4s. Do the instructional materials include violence for reasons of excitement, sensationalism or as an excuse for relevance?<br><ul style="list-style-type: none"> <li>• If violence does appear in the instructional materials, do the instructional materials treat the violence without context of cause or consequence?</li> </ul> | 0 1   |                  |               |
| 4t. Do the instructional materials treat the subject of historical origins of humankind in a subjective and biased manner?   | 0 1   |                  |               |
| 4u. Do the instructional materials invade the privacy of the pupils or the pupils' parents?  | 0 1   |                  |               |
| <b>Criterion 4.2 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b> | <b>Rating</b> |
|  | Exemplifies Quality: 10-13<br>Approaching Quality: 7-9<br>Not Representing Quality: 0-6 | <b>/13</b>       |               |

| Gateway 4<br>Points Available | Rating Levels                  | Gateway 4<br>Points Achieved | Gateway 4<br>Rating |
|-------------------------------|--------------------------------|------------------------------|---------------------|
| <b>21</b>                     | Exemplifies Quality: 16-21     | <b>/21</b>                   |                     |
|                               | Approaching Quality: 11-15     |                              |                     |
|                               | Not Representing Quality: 0-10 |                              |                     |
| <b>Gateway 4 Comments</b>     |                                |                              |                     |
|                               |                                |                              |                     |



# High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION



**OKLAHOMA**  
Education

# Oklahoma Computer Science 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 to the Oklahoma Academic Standards for Computer Science (OAS-CS) and other criteria for high-quality instructional materials for computer science. 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/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 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>Gateway 1</b><br>Oklahoma Academic Standards-Alignment, Coherence, and Assessment | Exemplifies Quality  | <b>Gateway 2</b><br>Instructional Support | Exemplifies Quality  | <b>Gateway 3</b><br>Access and Technology |
|  | Approaching Quality  |   | Approaching Quality  |   |
|  | Not Representing Quality ☒  |   | Not Representing Quality ☒  |   |

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

| Review Summary   |   |   |             |              |
|--|---|---|-------------|--------------|
| Gateway  |   | Criterion                                       | Score       | Rating       |
| 1  | Oklahoma Academic Standards- Alignment, Coherence, and Assessment | 1.1 Alignment and Accuracy                      | /8          |              |
|  |   | 1.2 Coherence                                   | /8          |              |
|  |   | 1.3 Assessment                                  | /8          |              |
|  |   | Gateway 1 Sub-Total                             | /24         |              |
| 2  | Instructional Support   | 2.1 Student Learning                            | /10         |              |
|  |   | 2.2 Teacher Supports and Supplemental Materials | /8          |              |
|  |   | 2.3 Instructional Design                        | /8          |              |
|  |   | Gateway 2 Sub-Total                             | /26         |              |
| 3  | Access and Technology   | 3.1 Access                                      | /10         |              |
|  |   | 3.2 Technology                                  | /6          |              |
|  |   | Gateway 3 Sub-Total                             | /16         |              |
| 4  | Statutory and Regulatory Fidelity                                 | 4.1 70 O.S. 24-157                              | /8          |              |
|  |   | 4.2 OAC 720:10-5-3                              | /13         |              |
|  |   | Gateway 4 Sub-Total                             | /21         |              |
| Overall Rating   |   |   | Total Score | Final Rating |
| Exemplifies Quality: All Gateways are Exemplifies Quality.           |   |   |             |              |
| Approaching Quality: All Gateways are Approaching Quality or Better. |   |   |             |              |
| Not Representing Quality: Any Gateway is Below Approaching Quality.  |   |   | /87         |              |

## Gateway 1: Academic Standards- Alignment, Coherence, and Assessment

High quality computer science materials are coherent and aligned to the Oklahoma Academic Standards for Computer Science (OAC-CS) to support student sensemaking of computer science concepts and practice through intentionally structured sequences of learning by leveraging real-world phenomena and/or problems to engage students. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

| Gateway 1 Overview   | Indicators | Available Points |
|--|------------|------------------|
| <p><b>Criterion 1.1: Alignment and Accuracy</b></p> <p>The instructional materials are aligned to the Oklahoma Academic Standards for Computer Science.</p>  | 1a-1c      | 8                |
| <p><b>Criterion 1.2: Coherence</b></p> <p>The instructional materials attend to the learning progressions emphasized in the standards so that the curriculum is coherent both within grades and across grade bands and is coherent and consistent with the progressions in the Oklahoma Academic Standards for Computer Science.</p> | 1d-1g      | 8                |
| <p><b>Criterion 1.3: Assessment</b></p> <p>Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards.</p>   | 1h-1k      | 8                |
|  |            | 24               |

| <b>Criterion 1.1 Alignment and Accuracy</b>  |   | The instructional materials are aligned closely to the Oklahoma Academic Standards for Computer Science. |                 |
|--|---|--|-----------------|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>  | <b>Score</b>   | <b>Comments</b> |
| <b>*1a. The instructional materials are aligned to the Oklahoma Academic Standards for Computer Science at grade-level.</b>                | Are all of the Oklahoma Academic Standards for Computer Science covered in the curriculum for each grade-level? | 0 2 4  |                 |
| <b>1b. The instructional materials provide opportunities to interact with real-world computer science tools and their purposes.</b>        | Do materials provide opportunities for students to engage directly with authentic computer science tools?       | 0 1 2  |                 |
| <b>1c. The majority of time anticipated for the coverage of the instructional materials corresponds to standards for computer science.</b> | Does the majority of instructional time address the expected grade level learning outcomes?                     | 0 1 2  |                 |
| <b>Criterion 1.1 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b>   | <b>Rating</b>   |
|  | Exemplifies Quality: 7-8<br>Approaching Quality: 5-6<br>Not Representing Quality: 0-4                           | /8   |                 |

| <b>Criterion 1.2<br/>Coherence</b>   |  | The instructional materials attend to the learning progressions emphasized in the standards, so that the curriculum is coherent both within a grade and across grade bands and are coherent and consistent with the progressions in the Oklahoma Academic Standards for Computer Science. |                 |  |
|--|--|---|-----------------|--|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>   | <b>Score</b>  | <b>Comments</b> |  |
| <b>1d. The instructional materials are consistent with the progression of skills found in the Oklahoma Academic Standards for Computer Science</b><br><br><b>The instructional materials provide a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills.</b> | Do the materials provide a coherent sequence of lessons that follow the progression of grade-level standards?                            | 0 1 2   |                 |  |
|  | Do the materials provide a coherent sequence of collection of activities and texts that build content knowledge, vocabulary, and skills? |   |                 |  |
| <b>1e. Materials make connections to computer science topics covered in past lessons so students connect new learning with background knowledge.</b>   | Are past grade-level topics and lessons referenced as new concepts are added?  | 0 1 2   |                 |  |
| <b>1f. Materials provide scaffolding or fading of support over time to promote student proficiency and independence with targeted computer science skills.</b>   | Is scaffolding present to promote understanding and independence in learners?  | 0 1 2   |                 |  |
| <b>1g. Content is appropriate to the grade-level and considers students' prior knowledge to incorporate this knowledge into the lesson and/or cover material not previously covered.</b>   | Is content grade-level appropriate?  | 0 1 2   |                 |  |
|  | Does content incorporate student prior knowledge?  |   |                 |  |

| Criterion 1.2 Summary | Rating Levels | Sub-Total  | Rating |
|-----------------------|---------------|--|--------|
|                       |               | <b>Exemplifies Quality: 7-8</b><br><b>Approaching Quality: 5-6</b><br><b>Not Representing Quality: 0-4</b> | /8     |

| <b>Criterion 1.3<br/>Assessment</b>   |  | The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress toward the Oklahoma Academic Standards. |                 |  |
|---|--|---|-----------------|--|
| <b>Indicators</b>   | <b>Guiding/Key Questions</b>   | <b>Score</b>  | <b>Comments</b> |  |
| <b>1h. Materials provide strategies for gathering information on students' prior knowledge across grade levels.</b>   | Do materials provide strategies to gather information on students' prior knowledge?                            | 0 1 2   |                 |  |
| <b>1i. Assessments clearly denote which standards are targeted.</b>   | Do materials denote what cluster/standard is being assessed by each item?                                      | 0 1 2   |                 |  |
| <b>1j. Assessments include aligned rubrics that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</b> | Do materials include scoring guidance (rubrics, anchors, etc.)   | 0 1 2   |                 |  |
|   | Does the guidance include support for teachers to interpret student performance and suggestions for follow-up? |   |                 |  |
| <b>1k. Assessment methods are varied, making them accessible to all students and do not penalize or reward students due to exceptionalities.</b>                | Are assessment methods varied to all accessibility for all types of students?                                  | 0 1 2   |                 |  |
| <b>Criterion 1.3 Summary</b>  | <b>Rating Levels</b>   | <b>Sub-Total</b>  | <b>Rating</b>   |  |
|   | Exemplifies Quality: 7-8<br>Approaching Quality: 5-6<br>Not Representing Quality: 0-4                          | /8  |                 |  |

| Gateway 1<br>Points Available | Rating Levels                  | Gateway 1<br>Points Achieved | Gateway 1<br>Rating |
|-------------------------------|--------------------------------|------------------------------|---------------------|
| <b>24</b>                     | Exemplifies Quality: 19-24     | <b>/24</b>                   |                     |
|                               | Approaching Quality: 13-18     |                              |                     |
|                               | Not Representing Quality: 0-12 |                              |                     |
| <b>Gateway 1 Comments</b>     |                                |                              |                     |
|                               |                                |                              |                     |

## Gateway 2: Instructional Support

Gateway 2 examines the way 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 1 in order to be reviewed in Gateway 2.**

| Gateway 2 Overview  | Indicators | Available Points |
|---|------------|------------------|
| <p><b>Criterion 2.1: Student Learning</b></p> <p>The materials identify ways in which the content is designed for each child’s active participation in grade-level/grade band/series content.</p>                         | 2a-2d      | 10               |
| <p><b>Criterion 2.2: Teacher Supports and Supplemental Materials</b></p> <p>The materials allow teachers to effectively plan and implement content with integrity and to further develop their professional learning.</p> | 2e-2h      | 8                |
| <p><b>Criterion 2.3: Instructional Design</b></p> <p>Materials align with student-centered practices and allow opportunities for students to explore content.</p>   | 2i-2l      | 8                |
|   |            | 26               |

| <b>Criterion 2.1<br/>Student Learning</b>  |   | The materials identify ways in which materials are designed for each child’s regular and active participation in grade-level/grade band/series content. |                 |
|--|---|---|-----------------|
| <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, intervention, and support for a broad range of learners.</b>   | <p>Provides extra support for students working below grade level.</p> <p>Provides extensions for students with high interest or working above grade level.</p> <p>Provides instructional supports to accommodate English Learners (EL).</p> | 0 2 4   |                 |
| <b>2b. Materials within each lesson provide multiple representations by adapting for a variety of different types of learners using alternatives to reading, writing, listening, and speaking such as translations, pictures, or graphic organizers.</b> | Do materials provide multiple representations for different types of learners?  | 0 1 2   |                 |
| <b>2c. Materials connect learning to students' homes, neighborhoods, and communities.</b>  | Do materials provide or allow for possible connections from content to student homes, neighborhoods, and communities?   | 0 1 2   |                 |
| <b>2d. Materials provide guidance and strategies that encourage and support students to draw upon their own cultural, linguistic, and social backgrounds to facilitate learning.</b>   | Do the materials include content and questions that encourage students to draw upon their own backgrounds?  | 0 1 2   |                 |

|                              | Rating Levels                 | Sub-Total | Rating |
|------------------------------|-------------------------------|-----------|--------|
| <b>Criterion 2.1 Summary</b> | Exemplifies Quality: 8-10     |           |        |
|                              | Approaching Quality: 6-7      | /10       |        |
|                              | Not Representing Quality: 0-5 |           |        |

| <b>Criterion 2.2<br/>Teacher Supports and<br/>Supplemental Materials</b>   |  | The materials allow teachers to effectively plan and implement content with integrity and to further develop their professional learning. |                 |  |
|--|--|---|-----------------|--|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>   | <b>Score</b>  | <b>Comments</b> |  |
| <b>2e. Materials are educative and accessible for teachers with differing computer science content knowledge (e.g., computer science definitions and examples of computer science concepts are offered to support teacher learning).</b> | Do the materials include features (glossaries, footnotes, recordings, pictures, etc.) that aid teachers in using them effectively?   | 0 1 2   |                 |  |
| <b>2f. Materials provide teachers with common misconceptions and challenges that students have regarding computer science concepts and potential explanations or solutions associated with computer science.</b>                         | Are common misconceptions and challenges provided?<br><br>Are possible explanations or solutions shared to help students overcome these?   | 0 1 2   |                 |  |
| <b>2g. Materials contain teacher' support materials with ample and useful annotations, and suggestions on how to present the content in the student edition and in the ancillary materials.</b>  | Are there overview sections and/or annotations that contain narrative information about the computer application content and/or ancillary documents that will assist the teacher in presenting the student material? | 0 1 2   |                 |  |
| <b>2h. Materials provide an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide).</b>   | Do the materials incorporate estimated instructional time for individual lessons, chapters, and units, as reflected in a clear and comprehensive pacing guide?   | 0 1 2   |                 |  |

| Criterion 2.2 Summary | Rating Levels | Sub-Total  | Rating |
|-----------------------|---------------|--|--------|
|                       |               | <b>Exemplifies Quality: 7-8</b><br><b>Approaching Quality: 5-6</b><br><b>Not Representing Quality: 0-4</b> | /8     |

| <b>Criterion 2.3<br/>Instructional Design</b>   |  | The instructional materials align with student-centered practices and allow opportunities for students to explore content. |                 |  |
|---|--|--|-----------------|--|
| <b>Indicators</b>   | <b>Guiding/Key Questions</b>   | <b>Score</b>   | <b>Comments</b> |  |
| <b>2i. Materials include a mixture of instructional strategies (e.g., discussions, modeling, student activities, projects).</b>   | Do materials allow for a variety of instructional strategies within the lessons and across the curriculum? | 0 1 2  |                 |  |
| <b>2j. Students are provided with opportunities to collaborate.</b>   | Do the materials include activities that allow students to work collaboratively?                           | 0 1 2  |                 |  |
| <b>2k. Students are provided with opportunities to explore, provide solutions to open-ended prompts, connect content with real-world applications, and reflect on their learning.</b> | Are students provided with opportunities to explore open-ended prompts and reflect on their own learning?  | 0 1 2  |                 |  |
| <b>2l. Students are provided with opportunities to explore computer science career pathways.</b>  | Do the materials showcase career options and pathways related to computer science?                         | 0 1 2  |                 |  |
| <b>Criterion 2.3 Summary</b>  | <b>Rating Levels</b>   | <b>Sub-Total</b>   | <b>Rating</b>   |  |
|   | Exemplifies Quality: 7-8<br>Approaching Quality: 5-6<br>Not Representing Quality: 0-4                      | /8   |                 |  |

| Gateway 2<br>Points Available | Rating Levels                  | Gateway 2<br>Points Achieved | Gateway 2<br>Rating |
|-------------------------------|--------------------------------|------------------------------|---------------------|
| <b>26</b>                     | Exemplifies Quality: 20-26     | <b>/26</b>                   |                     |
|                               | Approaching Quality: 14-19     |                              |                     |
|                               | Not Representing Quality: 0-13 |                              |                     |
| Gateway 2 Comments            |                                |                              |                     |
|                               |                                |                              |                     |

## Gateway 3: Access and Technology

Schools can use digital resources in a variety of ways to support teaching and learning. 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  | Indicators | Available Points |
|---|------------|------------------|
| <p><b>Criterion 3.1: Access</b></p> <p>Materials meet technical requirements and design standards to ensure accessibility, compatibility, and ease of use.</p>          | 3a-3e      | 10               |
| <p><b>Criterion 3.2: Technology</b></p> <p>Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement.</p> | 3f-3h      | 6                |
|   |            | <b>16</b>        |

| <b>Criterion 3.1<br/>Access</b>  |  | Materials meet technical requirements and design standards to ensure accessibility, compatibility, and ease of use. |                 |
|--|--|---|-----------------|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>   | <b>Score</b>  | <b>Comments</b> |
| <b>3a. Digital materials (either included as part of the core materials or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome).</b>      | Are materials accessible on a variety of web browsers?   | 0 1 2   |                 |
| <b>3b. Digital materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices.</b> | Are materials accessible on a variety of devices?<br><br>Do materials require specific device requirements that may not be accessible on all device types? | 0 1 2   |                 |
| <b>3c. Digital materials are well-designed, easy to use, and encourage learner use.</b>  | Are the materials well-designed and easy to use?<br><br>Do the materials encourage learner use?  | 0 1 2   |                 |
| <b>3d. Digital materials are accessible from within a Learning Management System (LMS).</b>  | Can materials be easily shared within a Learning Management System?  | 0 1 2   |                 |
| <b>3e. Non-digital versions of materials are available for students who do not have off-campus access to digital materials.</b>  | Are there non-digital versions of all materials that students can use when off-campus and away from internet access?                                       | 0 1 2   |                 |

|                               | Rating Levels             | Sub-Total | Rating |
|-------------------------------|---------------------------|-----------|--------|
| <b>Criterion 3.1 Summary</b>  | Exemplifies Quality: 8-10 |           |        |
|                               | Approaching Quality: 6-7  | /10       |        |
| Not Representing Quality: 0-5 |                           |           |        |

| <b>Criterion 3.2<br/>Technology</b>   |   | Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement. |                 |
|---|---|--|-----------------|
| <b>Indicators</b>   | <b>Guiding/Key Questions</b>  | <b>Score</b>   | <b>Comments</b> |
| <b>3f. Digital materials are responsive to student input in a way that creates an individualized learning experience.</b> | Do the materials adapt to user actions?<br><br>Do the materials allow the user some flexibility or individual control during the learning experience? | 0 1 2  |                 |
| <b>3g. Interactive material is purposeful and directly related to learning.</b>   | Does the interactive material support the learning objectives of the lesson(s)?   | 0 1 2  |                 |
| <b>3h. Digital materials meet all district privacy and data security requirements.</b>                                    | Do materials meet privacy and data security requirements for districts?   | 0 1 2  |                 |
| <b>Criterion 3.2 Summary</b>  | <b>Rating Levels</b>  | <b>Sub-Total</b>   | <b>Rating</b>   |
|   | Exemplifies Quality: 6<br>Approaching Quality: 4-5<br>Not Representing Quality: 0-3   | /6   |                 |

| Gateway 3<br>Points Available | Rating Levels                 | Gateway 3<br>Points Achieved | Gateway 3<br>Rating |
|-------------------------------|-------------------------------|------------------------------|---------------------|
| <b>16</b>                     | Exemplifies Quality: 13-16    | <b>/16</b>                   |                     |
|                               | Approaching Quality: 9-12     |                              |                     |
|                               | Not Representing Quality: 0-8 |                              |                     |
| 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 |
| <b>Criterion 4.1:</b> Materials align with Oklahoma statute 70 O.S. § 24-157.       | <b>4a-4h</b> | <b>8</b>         |
| <b>Criterion 4.2:</b> Materials align with Oklahoma Administrative Code 720:10-5-3. | <b>4i-4u</b> | <b>13</b>        |
|   |              | <b>21</b>        |

| <b>Criterion 4.1<br/>Statutory and Regulatory Fidelity</b>  | <b>Oklahoma statute 70 O.S. § 24-157</b> |                 |
|---|--|-----------------|
| <b>Indicators</b>   | <b>Score</b>                             | <b>Comments</b> |
| <b>4a. Do the instructional materials teach or promote the idea that one race or sex is inherently superior to another race or sex?</b>   | 0 1                                      |                 |
| <b>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?</b>                    | 0 1                                      |                 |
| <b>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?</b>                           | 0 1                                      |                 |
| <b>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?</b>   | 0 1                                      |                 |
| <b>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?</b>   | 0 1                                      |                 |
| <b>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?</b>     | 0 1                                      |                 |
| <b>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?</b>                  | 0 1                                      |                 |
| <b>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?</b> | 0 1                                      |                 |

| Criterion 4.1 Summary | Rating Levels  | Sub-Total | Rating |
|-----------------------|--|-----------|--------|
|                       | <b>Exemplifies Quality: 7-8</b><br><b>Approaching Quality: 5-6</b><br><b>Not Representing Quality: 0-4</b> | <b>/8</b> |        |

| <b>Criterion 4.2<br/>Statutory and Regulatory Fidelity</b>  | <b>Oklahoma Administrative Code 720:10-5-3</b> |                 |
|---|--|-----------------|
| <b>Indicator</b>  | <b>Score</b>                                   | <b>Comments</b> |
| <b>4i. Are the instructional materials subjective in content and partial in interpretations?</b>  | 0 1  |                 |
| <b>4j. Do the instructional materials encourage or condone civil disorder, social strife, or disregard for the law?</b>   | 0 1  |                 |
| <b>4k. Do the instructional materials degrade or avoid teaching, where appropriate, high moral standards, including:</b> <ul style="list-style-type: none"> <li>• Honesty?</li> <li>• Respect for parents, teachers, and those properly in authority?</li> <li>• The importance of the work ethic in achieving personal goals?</li> <li>• The existence of absolute values of right and wrong?</li> </ul> | 0 1  |                 |
| <b>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?</b>   | 0 1  |                 |
| <b>4m. Do the instructional materials exclude or undermine the principles of the free enterprise system and the effectiveness of the free enterprise system?</b>  | 0 1  |                 |
| <b>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?</b>  | 0 1  |                 |
| <b>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</b>   | 0 1  |                 |

|  |  |   |                  |
|--|--|---|------------------|
| people?  |  |   |                  |
| 4p. Do the instructional materials present imbalanced and nonfactual treatments to controversial, political, and social movements with biased editorial judgments?   | 0  | 1 |                  |
| 4q. Do the instructional materials promote illegal lifestyles or sexual behavior, or promote sadistic or degrading behavior?   | 0  | 1 |                  |
| 4r. Do the instructional materials include blatantly offensive language or illustrations?  | 0  | 1 |                  |
| 4s. Do the instructional materials include violence for reasons of excitement, sensationalism or as an excuse for relevance?<br><ul style="list-style-type: none"> <li>If violence does appear in the instructional materials, do the instructional materials treat the violence without context of cause or consequence?</li> </ul> | 0  | 1 |                  |
| 4t. Do the instructional materials treat the subject of historical origins of humankind in a subjective and biased manner?   | 0  | 1 |                  |
| 4u. Do the instructional materials invade the privacy of the pupils or the pupils' parents?  | 0  | 1 |                  |
| <b>Criterion 4.2 Summary</b>   | <b>Rating Levels</b>   |   | <b>Sub-Total</b> |
|  | <b>Exemplifies Quality: 10-13</b><br><b>Approaching Quality: 7-9</b><br><b>Not Representing Quality: 0-6</b> |   | <b>/13</b>       |
|  |  |   | <b>Rating</b>    |

| Gateway 4<br>Points Available | Rating Levels                  | Gateway 4<br>Points Achieved | Gateway 4<br>Rating |
|-------------------------------|--------------------------------|------------------------------|---------------------|
| <b>21</b>                     | Exemplifies Quality: 16-21     | <b>/21</b>                   |                     |
|                               | Approaching Quality: 11-15     |                              |                     |
|                               | Not Representing Quality: 0-10 |                              |                     |
| Gateway 4 Comments            |                                |                              |                     |
|                               |                                |                              |                     |



# High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION



# Oklahoma Technology Education 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 Technology Education and other criteria for high-quality instructional materials for technology education. 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 (⊗).

|   |                            |   |                            |   |
|---|----------------------------|---|----------------------------|---|
| <b>Gateway 1</b><br>Alignment to the Standards and Artistic Processes | Exemplifies Quality →      | <b>Gateway 2</b><br>Teacher Supports and Assessment | Exemplifies Quality →      | <b>Gateway 3</b><br>Usability, Access, 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              |
|--|--|---|--------------------|---------------------|
| <b>1</b>   | <b>Academic Standards-Alignment, Coherence, and Assessment</b> | 1.1 Alignment and Accuracy                      | / 10               |                     |
|  |  | 1.2 Coherence                                   | / 08               |                     |
|  |  | 1.3 Assessment                                  | / 08               |                     |
|  |  | <b>Gateway 1 Sub-Total</b>                      | <b>/ 26</b>        |                     |
| <b>2</b>   | <b>Instructional Support</b>                                   | 2.1 Student Learning                            | / 10               |                     |
|  |  | 2.2 Teacher Supports and Supplemental Materials | / 08               |                     |
|  |  | 2.3 Instructional Design                        | / 08               |                     |
|  |  | <b>Gateway 2 Sub-Total</b>                      | <b>/ 26</b>        |                     |
| <b>3</b>   | <b>Access and Technology</b>                                   | 3.1 Access                                      | / 10               |                     |
|  |  | 3.2 Technology                                  | / 06               |                     |
|  |  | <b>Gateway 3 Sub-Total</b>                      | <b>/ 16</b>        |                     |
| <b>4</b>   | <b>Statutory and Regulatory Fidelity</b>                       | 4.1 70 O.S. 24-157                              | / 08               |                     |
|  |  | 4.2 OAC 720:10-5-3                              | /13                |                     |
|  |  | <b>Gateway 4 Sub-Total</b>                      | <b>/21</b>         |                     |
| <b>Overall Rating</b>  |  |   | <b>Total Score</b> | <b>Final Rating</b> |
| Exemplifies Quality: All Gateways are Exemplifies Quality.<br>Approaching Quality: All Gateways are Approaching Quality or Better.<br>Not Representing Quality: Any Gateway is Not Representing Quality. |  |   | <b>/ 89</b>        |                     |

## Gateway 1: Academic Standards-Alignment, Coherence, and Assessment

High quality education technology materials align with the Oklahoma Academic Standards that specify what all students should know and be able to do as users of technology.

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>Criterion 1.1: Alignment and Accuracy</b><br>Materials are aligned closely to the International Society for Technology Education (ISTE) Standards.  | 1a-1d      | 10               |
| <b>Criterion 1.2 Coherence</b><br>The instructional materials and curriculum are coherent both within a grade-level and across grade bands.  | 1e-1h      | 8                |
| <b>Criterion 1.3 Assessment</b><br>The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress toward the ISTE Standards for Students. | 1i-1l      | 8                |
|  |            | 26               |

| <b>Criterion 1.1 Alignment and Accuracy</b>  |   | <b>Materials are aligned closely to the International Society for Technology Education (ISTE) Standards.</b> |                 |  |
|--|---|--|-----------------|--|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>  | <b>Score</b>   | <b>Comments</b> |  |
| <b>*1a. The instructional materials and activities align to the ISTE Standards for Students.</b>   | <ul style="list-style-type: none"> <li>• Are the ISTE Standards for Students clearly listed in the materials?</li> </ul>                | 0 2 4  |                 |  |
| <b>1b. The instructional materials provide a collection of activities and texts that build academic vocabulary in context and general content knowledge.</b> | <ul style="list-style-type: none"> <li>• Do the materials allow students to build academic vocabulary related to technology?</li> </ul> | 0 1 2  |                 |  |
| <b>1c. Materials connect content to real-world application in meaningful ways throughout the year.</b>   | <ul style="list-style-type: none"> <li>• Do materials support the content? Is this support meaningful?</li> </ul>                       | 0 1 2  |                 |  |
| <b>1d. Provide opportunities for the implementation of multiple instructional strategies (e.g., discussions, modeling, student activities, projects).</b>    | <ul style="list-style-type: none"> <li>• Do materials allow for a variety of instructional strategies?</li> </ul>                       | 0 1 2  |                 |  |
| <b>Criterion 1.1 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b>   | <b>Rating</b>   |  |
|  | Exemplifies Quality: 8-10<br>Approaching Quality: 6-7<br>Not Representing Quality: 0-5  | <b>/10</b>   |                 |  |

| <b>Criterion 1.2 Coherence</b>   |  | The instructional materials and curriculum are coherent both within a grade-level and across grade bands. |                 |  |
|--|--|---|-----------------|--|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>   | <b>Score</b>  | <b>Comments</b> |  |
| <b>1d. The instructional materials provide a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills.</b>                           | <ul style="list-style-type: none"> <li>Do the materials provide a coherent sequence or collection of activities and texts that build content knowledge, vocabulary, and skills?</li> </ul> | 0 1 2   |                 |  |
| <b>1f. Materials make connections to technology implementation skills covered in past lessons, allowing students to connect new learning with past knowledge.</b>                        | <ul style="list-style-type: none"> <li>Are past topics and lessons referenced as new concepts are added?</li> </ul>  | 0 1 2   |                 |  |
| <b>1g. Materials provide scaffolding or opportunities for decreased educator support over time to promote student proficiency and independence with targeted technology skills.</b>      | <ul style="list-style-type: none"> <li>Is scaffolding present to promote understanding and independence in learners?</li> </ul>  | 0 1 2   |                 |  |
| <b>1h. Content is appropriate to the grade-level and considers students' prior knowledge to incorporate this knowledge into the lesson and/or cover material not previously covered.</b> | <ul style="list-style-type: none"> <li>Is content grade-level appropriate?</li> <li>Does content build upon skills students should know from previous lessons?</li> </ul>                  | 0 1 2   |                 |  |
| <b>Criterion 1.2 Summary</b>   | <b>Rating Levels</b>   | <b>Sub-Total</b>  | <b>Rating</b>   |  |
|  | Exemplifies Quality: 7-8<br>Approaching Quality: 5-6<br>Not Representing Quality: 0-4  | /8  |                 |  |

| <b>Criterion 1.3 Assessment</b>  |   | The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data about student progress towards the ISTE Standards for Students. |                 |  |
|--|---|--|-----------------|--|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>  | <b>Score</b>   | <b>Comments</b> |  |
| <b>1i. Materials offer assessment opportunities that genuinely measure progress and elicit direct, observable evidence of the degree to which students can independently demonstrate the assessed standards.</b>             | Do materials include assessment opportunities that allow the teacher to understand their knowledge and application of the standards?  | 0 1 2  |                 |  |
| <b>1j. Assessments include aligned rubrics that provide sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.</b>  | Do materials include scoring guidance (e.g., rubrics, anchors)?<br><br>Does the guidance include support for teachers to interpret student performance and suggestions for follow-up? | 0 1 2  |                 |  |
| <b>1k. Multiple types of formative and summative assessments (e.g., performance-based tasks, questions, research, investigations, and projects) are embedded into the content materials and assess the learning targets.</b> | Do materials include multiple types of formative and summative assessments?   | 0 1 2  |                 |  |
| <b>1l. Assessment methods are accessible to all students and do not penalize or reward students due to exceptionalities.</b>   | Are assessment methods accessible for all students?   | 0 1 2  |                 |  |
| <b>Criterion 1.3 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b>   | <b>Rating</b>   |  |
|  | Exemplifies Quality: 7-8<br>Approaching Quality: 5-6<br>Not Representing Quality: 0-4   | /8   |                 |  |

| Gateway 1<br>Points Available | Rating Levels                  | Gateway 1<br>Points<br>Achieved | Gateway 1 Rating |
|-------------------------------|--------------------------------|---------------------------------|------------------|
| <b>26</b>                     | Exemplifies Quality: 21-26     | <b>/26</b>                      |                  |
|                               | Approaching Quality: 14-20     |                                 |                  |
|                               | Not Representing Quality: 0-13 |                                 |                  |
| <b>Gateway 1 Comments</b>     |                                |                                 |                  |
|                               |                                |                                 |                  |

## Gateway 2: Instructional Support and Technology Accessibility

Gateway 2 examines the way materials provide instructional support for teachers and the accessibility of both primary and supplemental materials.

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>Criterion 2.1: Student Learning</b><br>The materials identify ways in which materials are designed for each child's active participation in grade-level/grade band/series content.   | 2a-2d      | 10               |
| <b>Criterion 2.2: Teacher Supports and Supplemental Materials</b><br><b>Indicators 2e-2h</b><br>The materials include resources for teachers that allow them to effectively plan and implement content with integrity and to further develop their professional learning. | 2e-2h      | 8                |
| <b>Criterion 2.3 Instructional Design</b><br>The materials align with student-centered practices and allow opportunities for students to explore content.   | 2i-2l      | 8                |
|   |            | 26               |

| <b>Criterion 2.1<br/>Student Learning</b>  |   | The materials identify ways in which materials are designed for each child’s regular and active participation in grade-level/grade band/series content. |                 |  |
|--|---|---|-----------------|--|
| <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, intervention and support for a broad range of learners.</b>  | <ul style="list-style-type: none"> <li>● Do materials provide extra support for students working below grade level?</li> <li>● Do materials provide extensions for students with high interest or those working above grade level?</li> <li>● Do materials provide instructional support to accommodate English Learners (EL)?</li> </ul> | 0   2   4   |                 |  |
| <b>2b. Materials within each lesson provide multiple representations for a variety of different types of learners using alternatives to reading, writing, listening, and speaking such as translations, pictures, or graphic organizers.</b> | <ul style="list-style-type: none"> <li>● Do materials provide multiple representations for different types of learners?</li> </ul>  | 0   1   2   |                 |  |
| <b>2c. Materials connect learning to students’ homes, neighborhoods, and communities.</b>  | <ul style="list-style-type: none"> <li>● Do materials provide or allow for possible connections from content to student homes, neighborhoods, and communities?</li> </ul>   | 0   1   2   |                 |  |
| <b>2d. Materials provide guidance and strategies that encourage and support students to draw upon their own cultural, linguistic, and social backgrounds to facilitate learning.</b>   | <ul style="list-style-type: none"> <li>● Do the materials include content and questions that encourage students to draw upon their own background and experiences?</li> </ul>   | 0   1   2   |                 |  |

| Criterion 2.1 Summary | Rating Levels  | Sub-Total | Rating |
|-----------------------|--|-----------|--------|
|                       | Exemplifies Quality: 8-10<br>Approaching Quality: 6-7<br>Not Representing Quality: 0-5 | /10       |        |

| Criterion 2.2<br>Teacher Supports and Supplemental Materials  |  | The materials include resources for teachers that allow them to effectively plan and implement content with integrity and to further develop their professional learning. |          |  |
|---|--|---|----------|--|
| Indicators  | Guiding/Key Questions  | Score   | Comments |  |
| <b>2e. Materials are easy to understand and accessible for teachers with differing technology skills and knowledge (i.e., technology definitions and examples of concepts are offered to support teacher learning).</b>   | <ul style="list-style-type: none"> <li>Do the materials include features (i.e., glossaries, footnotes, recordings, pictures) that aid teachers (and students) in using them effectively?</li> </ul>  | 0 1 2   |          |  |
| <b>2f. Materials provide teachers with misconceptions and challenges that are commonly encountered when teaching the concepts along with potential explanations or solutions associated with technology use.</b>  | <ul style="list-style-type: none"> <li>Are common misconceptions and challenges provided?</li> <li>Are possible explanations or solutions shared to help students overcome these?</li> </ul>   | 0 1 2   |          |  |
| <b>2g. Materials contain teacher support materials with:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> useful and ample annotated guides, and</li> <li><input type="checkbox"/> suggestions on how to present the content in the student edition and in ancillary materials.</li> </ul> | <ul style="list-style-type: none"> <li>Are there overview sections and/or annotations that contain narrative information about the computer application content and/or ancillary documents that will assist the teacher in presenting the student material?</li> </ul> | 0 1 2   |          |  |
| <b>2h. Materials provide an estimated instructional time for each lesson, chapter</b>   | <ul style="list-style-type: none"> <li>Is there clear documentation that aligns standards to</li> </ul>  | 0 1 2   |          |  |

|                                |  |                  |               |
|--------------------------------|--|------------------|---------------|
| and unit (i.e., pacing guide). | <p>lessons/chapters/units/topics?</p> <ul style="list-style-type: none"> <li>• Is there clear documentation that provides estimated instructional time for lessons/chapters/units/topics?</li> </ul> |                  |               |
| <b>Criterion 2.2 Summary</b>   | <b>Rating Levels</b>   | <b>Sub-Total</b> | <b>Rating</b> |
|                                | <b>Exemplifies Quality: 7-8</b><br><b>Approaching Quality: 5-6</b><br><b>Not Representing Quality: 0-4</b>   | <b>/8</b>        |               |

|  |  |  |                 |
|--|--|--|-----------------|
| <b>Criterion 2.3 Instructional Design</b>  |  | The instructional materials align with student-centered practices and allow opportunities for students to explore content. |                 |
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>   | <b>Score</b>   | <b>Comments</b> |
| <b>2i. Materials include a mixture of instructional strategies (i.e., discussions, modeling, student activities, projects).</b>  | Do materials allow for a variety of instructional strategies within the lessons and across the curriculum? | 0 1 2  |                 |
| <b>2j. Students are provided with opportunities to work collaboratively.</b>   | Do the materials include activities that allow students to work collaboratively?                           | 0 1 2  |                 |
| <b>2k. Students are provided with opportunities to explore and provide solutions to open-ended prompts, connect content with real-world applications, and reflect on their learning.</b> | Are students provided with opportunities to explore open-ended prompts and reflect on their own learning?  | 0 1 2  |                 |
| <b>2l. Students are provided with exposure to career opportunities and pathways related to technology.</b>   | Do the materials provide students with ideas of career opportunities in technology fields?                 | 0 1 2  |                 |
| <b>Criterion 2.3 Summary</b>   | <b>Rating Levels</b>   | <b>Sub-Total</b>   | <b>Rating</b>   |
|  | <b>Exemplifies Quality: 7-8</b><br><b>Approaching Quality: 5-6</b>   | <b>/8</b>  |                 |

|  |                               |  |  |
|--|-------------------------------|--|--|
|  | Not Representing Quality: 0-4 |  |  |
|--|-------------------------------|--|--|

| Gateway 2 Points Available | Rating Levels                  | Gateway 2 Points Achieved | Gateway 2 Rating |
|----------------------------|--------------------------------|---------------------------|------------------|
| <b>26</b>                  | Exemplifies Quality: 21-26     | <b>/26</b>                |                  |
|                            | Approaching Quality: 14-20     |                           |                  |
|                            | Not Representing Quality: 0-13 |                           |                  |
| Gateway 2 Comments         |                                |                           |                  |
|                            |                                |                           |                  |

## Gateway 3: Access and Technology

**Gateway 3 examines the type of access and technology necessary to support student learning.**

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 Gateways 1 & 2 in order to be reviewed in Gateway 3.**

### Gateway 3 Overview

| Criterion   | Indicators   | Available Points |
|---|--------------|------------------|
| <b>Criterion 3.1: Access</b><br>Materials are easy to access for all learners.  | <b>3a-3e</b> | <b>10</b>        |
| <b>Criterion 3.2: Technology</b><br>Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement and enhance learning. | <b>3f-3h</b> | <b>6</b>         |
|   |              | <b>16</b>        |

| <b>Criterion 3.1<br/>Access</b>  |  | <b>Materials are easy to access for all learners.</b> |                 |  |
|--|--|---|-----------------|--|
| <b>Indicators</b>  | <b>Guiding/Key Questions</b>   | <b>Score</b>  | <b>Comments</b> |  |
| <b>3a. Digital materials (either included as part of the core materials or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome).</b>      | <ul style="list-style-type: none"> <li>• Are materials accessible on a variety of web browsers?</li> </ul>   | 0 1 2   |                 |  |
| <b>3b. Digital materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices.</b> | <ul style="list-style-type: none"> <li>• Are materials accessible on a variety of devices?</li> <li>• Do materials require specific device requirements that may not be accessible on all device types?</li> </ul> | 0 1 2   |                 |  |
| <b>3c. Materials are well-designed, easy to use, and encourage learner use.</b>  | <ul style="list-style-type: none"> <li>• Are the materials well-designed and easy to use?</li> <li>• Do the materials encourage learner use?</li> </ul>  | 0 1 2   |                 |  |
| <b>3d. Materials are accessible from within a Learning Management System (LMS).</b>  | <ul style="list-style-type: none"> <li>• Can materials be easily shared within a Learning Management System?</li> </ul>  | 0 1 2   |                 |  |
| <b>3e. Non-digital versions of materials are available for students who do not have off-campus access to digital materials.</b>  | <ul style="list-style-type: none"> <li>• Are there non-digital versions of all materials that students can use when off-campus and away from internet access?</li> </ul>   | 0 1 2   |                 |  |
| <b>Criterion 3.1 Summary</b>   | <b>Rating Levels</b>   | <b>Sub-Totals</b>                                     | <b>Rating</b>   |  |

|  |   |            |  |
|--|---|------------|--|
|  | <b>Exemplifies Quality:</b> 8-10<br><b>Approaching Quality:</b> 6-7<br><b>Not Representing Quality:</b> 0-5 | <b>/10</b> |  |
|--|---|------------|--|

|                                 |   |  |  |
|---------------------------------|---|--|--|
| <b>Criterion 3.2 Technology</b> | <b>Materials integrate digital technology and interactive tools, when appropriate, in ways that support student engagement.</b> |  |  |
|---------------------------------|---|--|--|

| <b>Indicators</b>  | <b>Guiding/Key Questions</b>  | <b>Score</b>      | <b>Comments</b> |
|--|---|-------------------|-----------------|
| <b>3f. Materials are responsive to student input in a way that creates an individualized learning experience. This means the material adapts to the user based on what s/he does, or the material allows the user some flexibility or individual control during the learning experience.</b> | <ul style="list-style-type: none"> <li>Do materials promote individualized learning experiences?</li> </ul>           | 0 1 2             |                 |
| <b>3g. Interactive material is purposeful and directly related to learning.</b>  | <ul style="list-style-type: none"> <li>Is the interactive material directly related to learning?</li> </ul>           | 0 1 2             |                 |
| <b>3h. Materials meet all district privacy-data security requirements.</b>   | <ul style="list-style-type: none"> <li>Do materials provide privacy and data security protocols for usage?</li> </ul> | 0 1 2             |                 |
|  | <b>Rating Levels</b>  | <b>Sub-Totals</b> | <b>Rating</b>   |
| <b>Criterion 3.2 Summary</b>   | <b>Exemplifies Quality:</b><br><b>Approaching Quality:</b> 5-6<br><b>Not Representing Quality:</b> 0-4                | <b>/6</b>         |                 |

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

## 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 |
| <b>Criterion 4.1:</b> Materials align with Oklahoma statute 70 O.S. § 24-157.       | 4a-4h      | 8                |
| <b>Criterion 4.2:</b> Materials align with Oklahoma Administrative Code 720:10-5-3. | 4i-4u      | 13               |
|   |            | <b>21</b>        |

| <b>Criterion 4.1</b><br><b>Statutory and Regulatory Fidelity</b>  | <b>Oklahoma statute 70 O.S. § 24-157</b> |                 |
|---|--|-----------------|
| <b>Indicators</b>   | <b>Score</b>                             | <b>Comments</b> |
| <b>4a. Do the instructional materials teach or promote the idea that one race or sex is inherently superior to another race or sex?</b>   | 0 1                                      |                 |
| <b>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?</b>                | 0 1                                      |                 |
| <b>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?</b>                       | 0 1                                      |                 |
| <b>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?</b>   | 0 1                                      |                 |
| <b>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?</b>   | 0 1                                      |                 |
| <b>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?</b> | 0 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   |                  |               |
| 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   |                  |               |
| <b>Criterion 4.1 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b> | <b>Rating</b> |
|  | Exemplifies Quality: 7-8<br>Approaching Quality: 5-6<br>Not Representing Quality: 0-4 | /8               |               |

|   |  |                 |
|---|--|-----------------|
| <b>Criterion 4.2<br/>Statutory and Regulatory Fidelity</b>  | <b>Oklahoma Administrative Code 720:10-5-3</b> |                 |
| <b>Indicator</b>  | <b>Score</b>                                   | <b>Comments</b> |
| 4i. Are the instructional materials subjective in content and partial in interpretations?   | 0 1  |                 |
| 4j. Do the instructional materials encourage or condone civil disorder, social strife, or disregard for the law?  | 0 1  |                 |
| 4k. Do the instructional materials degrade or avoid teaching, where appropriate, high moral standards, including: <ul style="list-style-type: none"> <li>● Honesty?</li> <li>● Respect for parents, teachers, and those properly in authority?</li> </ul> | 0 1  |                 |

|   |     |  |
|---|-----|--|
| <ul style="list-style-type: none"> <li>• The importance of the work ethic in achieving personal goals?</li> <li>• The existence of absolute values of right and wrong?</li> </ul>   |     |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 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 |  |
| 4p. Do the instructional materials present imbalanced and nonfactual treatments to controversial, political, and social movements with biased editorial judgments?  | 0 1 |  |
| 4q. Do the instructional materials promote illegal lifestyles or sexual behavior, or promote sadistic or degrading behavior?  | 0 1 |  |
| 4r. Do the instructional materials include blatantly offensive language or illustrations?   | 0 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"> <li>• If violence does appear in the instructional materials, do the instructional materials treat the violence without context of cause or consequence?</li> </ul> | 0 1 |  |

|  |   |                  |               |
|--|---|------------------|---------------|
| 4t. Do the instructional materials treat the subject of historical origins of humankind in a subjective and biased manner? |   | 0 1              |               |
| 4u. Do the instructional materials invade the privacy of the pupils or the pupils' parents?                                |   | 0 1              |               |
| <b>Criterion 4.2 Summary</b>   | <b>Rating Levels</b>  | <b>Sub-Total</b> | <b>Rating</b> |
|  | Exemplifies Quality: 10-13<br>Approaching Quality: 7-9<br>Not Representing Quality: 0-6 | <b>/13</b>       |               |

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





## 2024 Instructional Materials Content-Expert Application

This is an application used to assist with the selection of content experts for instructional material review teams to support the Oklahoma State Textbook Committee instructional material review process. For information about the instructional material review process and the expectations for those selected to serve as content experts, please go to <http://sde.ok.gov/hqim/review-teams>. For questions, please contact the Program Director of Standards and Learning, Sharon Morgan at [sharon.morgan@sde.ok.gov](mailto:sharon.morgan@sde.ok.gov).

Selected applicants will be expected to participate in the following:

\*Overview of and Professional Development on the Instructional Materials Review Process: Two days during the month of July 2024.

\*Twice-Monthly Virtual Consensus Meetings: August-October, 2024.

Selected applicants will also have the option to attend the Publisher Presentations, scheduled for July 16-18, 2024.

Although all meetings are anticipated to occur virtually during the process, The Oklahoma State Department of Education will provide travel reimbursement (mileage, tolls, and/or lodging) and substitute reimbursement for scheduled in-person meetings as needed. An additional stipend may be provided for completing all reviews and participating in all required meetings.

Applications are due Friday, April 5th by 5:00 PM.

Name \*

(Last, First Middle)

School District \*

School Email Address \*

Personal Email Address \*

This email address should be unique from a school email address and accessible by you at any time, including the summer months.

Phone Number

(Area Code-XXX-XXXX) \*

This is your preferred phone number. Please be sure to include the area code.

Home Mailing Address \*

Building Number and Street (e.g. 1234 S. Main St.)

Home Mailing Address - City \*

Home Mailing Address - ZIP Code \*

Please select the highest level of education completed. \*

Professional Certifications \*

Please list all your current professional certifications/ licenses (e.g. Teaching Certification(s), National Board, relevant subject matter certifications).

In the content-area you are applying, what is your total number of years of experience? \*

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

If applicable, please provide your Oklahoma teacher certification number.

Why are you interested in serving as a content-area expert with the Oklahoma State Department of Education? \*

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. \*

When determining whether instructional material are of quality, what are your top criteria of considerations? Why? \*

When determining whether instructional materials for your content/grade-level are of quality, what are your top criteria of considerations? Why? \*

I understand that if I am selected as a content-expert for the instructional material review team, I am: \*

(1) committing to attend required meetings dates; (2) to meet virtually, outside of school hours, with review team members and OSDE staff as needed; (3) to keep all meeting proceeds confidential; and, (4) aware administrator acknowledgment of this commitment will be requested.

\*Although all meetings are anticipated to occur virtually during the process, the Oklahoma State Department of Education will provide travel reimbursement (mileage, tolls, and/or lodging) and substitute reimbursement for scheduled meetings if needed. Please check the box to indicate you have read and acknowledge the commitments required.

Which of the Content-Expert Review Teams are you applying for to review instructional materials? \*

Arts

Computer Science

Educational Technology

Submit

Never submit passwords through Airtable forms. [Report malicious form](#)