

# High-Quality Instructional Materials Rubric



K-12 World Languages and  
Cultures

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**Department of  
Education &  
Workforce**

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# High-Quality Instructional Materials Rubric

## K-12 WORLD LANGUAGES AND CULTURES

**TITLE:** \_\_\_\_\_ **REVIEWER NAME:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### World Languages and Cultures Rubric Overview

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in meeting the needs of students within a school or district. This evaluation rubric is designed to offer an evaluation that districts can utilize to determine how well instructional materials align with Ohio's Learning Standards for World Languages and Cultures and other local criteria. Pursuant to ORC 3301.079 (B) (3) and 3313.60, it is the responsibility of Ohio's local boards of education to vet and approve curriculum and educational materials for use in the public schools within their district. Districts and schools should use their professional expertise to determine the suitability of any particular resources for use in their districts, schools, or classrooms.

The evaluation rubric includes key considerations for high-quality instructional materials and outlines two Gateways for consideration when evaluating materials. Within each Gateway, Criterion and related Indicators are provided along with Guiding Questions and Look-Fors. Each indicator is evaluated as Does Not Meet Expectations, Partially Meets Expectations, or Meets Expectations using a 0-1-2 scale score.

Ohio's rubric is composed of 6 criteria: Alignment to Learning Standards, Second Language Acquisition, Authentic Resources, Assessment, Student Supports and Teacher Supports. These criteria feature review indicators, each with guiding questions and evidence guidance to help focus the review process.

- *Criterion:* Criterion refers to a compilation of indicators within a specific focus area in world languages and cultures that discern markers of high-quality instructional materials. Each criterion area offers a concise description at the beginning of its section, and the scoring of each criterion is determined by the total indicators.
- *Indicators:* Indicators denote the high-quality components of instructional materials that align with the Ohio Learning Standards for World Languages and Cultures.
- *Guiding Questions:* Guiding Questions accompany each indicator and are intended to assist reviewers in understanding the evidence required for each indicator.
- *Look For Evidence of How the Materials:* The Look-Fors offer suggestions and considerations for what reviewers may observe in the instructional materials to support the evaluation of that indicator. These suggestions are not exhaustive, as demonstrations for any indicator can vary between materials.
- *Scoring:* Scores are given to most indicators within each criterion to determine how well materials meet the expectations. Each scored indicator is evaluated as Not Meeting Expectations, Partially Meeting Expectations, or Meeting Expectations using a 0-1-2 scale score. Some indicators are marked as "Narrative Evidence" and will not receive a numeric score.

**The rubric is designed to allow reviewers to determine a threshold for quality for each Gateway.** If instructional materials do not meet the thresholds for Meets Expectations or Partially Meets Expectations for a Gateway, reviewers are prompted not to move forward with reviewing the other Gateways.

- Gateway 1: Alignment (advance to Gateway 2 only if the instructional materials Meet or Partially Meet Expectations for Gateway 1)
- Gateway 2: Instructional Support

Review Summary	Criteria	Score	Rating
Alignment Criteria	1.1 Alignment to Learning Standards	/6	
	1.2 Second Language Acquisition	/10	
	1.3 Authentic Resources	/4	
	<b>Gateway 1 Sub-Total</b>	<b>/20</b>	
Instructional Supports Criteria	2.1 Assessment	/6	
	2.2 Student Supports	/12	
	2.3 Teacher Supports	/10	
	<b>Gateway 2 Sub-Total</b>	<b>/28</b>	
<b>Overall Rating</b>		<b>Total Score</b>	<b>Final Rating</b>
<b>Meets Expectations</b> <i>Materials meet expectations for all criteria.</i> <b>Partially Meets Expectations</b> <i>Materials meet or partially meet expectations for all criteria.</i> <b>Does Not Meet Expectations</b> Any gateway that does not meet the criteria.		<b>/48</b>	

## Gateway 1: Alignment

Gateway 1 looks at alignment with the Ohio Learning Standards and additional subject-specific indicators of quality.

CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS						
Materials align with Ohio’s Learning Standards for World Languages and Cultures						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
1.1a. Materials include interpretive, interpersonal, and/or presentational tasks.			<ul style="list-style-type: none"><li>Do materials include level-appropriate intercultural tasks for one or more of the following:<ul style="list-style-type: none"><li>reading, listening, or viewing?</li><li>interacting with each other, the teacher, or native speakers via speaking, writing, or signing?</li><li>presenting information via speaking, writing, or signing to various audiences?</li></ul></li></ul>		<ul style="list-style-type: none"><li>Contribute to the development of learners’ interpretive, interpersonal, and/or presentational communication skills.</li><li>Identify or correlate to the Interpretive, interpersonal, and/or presentational intercultural communication standards for world languages and cultures (explicitly or implicitly).</li></ul>	
Scoring						
0	1	2				
1.1b. Materials provide learners with opportunities to develop their interpretive, interpersonal, and presentational literacy skills.			<ul style="list-style-type: none"><li>Do materials incorporate authentic texts and/or communicative activities that provide opportunities for learners to improve their literacy skills in both the target language and their native language?</li></ul>		<ul style="list-style-type: none"><li>Contribute to the development of learners’ native and target language literacy skills in one or more modes of communication as stated in the standards.</li><li>Provide communicative tasks for learners to analyze, evaluate, synthesize, or create with language.</li></ul>	
Scoring						
0	1	2				

## CRITERION 1.1: ALIGNMENT TO LEARNING STANDARDS

Materials align with Ohio's Learning Standards for World Languages and Cultures

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.1c. Materials provide opportunities for learners to interpret, interact, and present with intercultural competence in contexts within and beyond the learning environment.			<ul style="list-style-type: none"><li>• Are there opportunities to interact with both peers and native speakers of the language in the community or virtually?</li><li>• Are there opportunities for learners to investigate, explain, and reflect on the relationship between the products, practices, and perspectives of their own and other cultures?</li><li>• Are there opportunities for reflection in the target language and deeper reflection in English?</li></ul>	<ul style="list-style-type: none"><li>• Contribute to the development of learners’ intercultural competence.</li><li>• Identify or correlate to the Intercultural standards for world languages and cultures (explicitly or implicitly).</li></ul>	
Scoring					
0	1	2			
Criterion 1.1 Summary				Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)					



## CRITERION 1.2: SECOND LANGUAGE ACQUISITION

Materials promote target language use through evidence-based second language acquisition practices and the promotion of proficiency-oriented instruction and learning opportunities.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2a. Materials provide learners with authentic comprehensible input that helps facilitate language production.			<ul style="list-style-type: none"><li>Do the materials facilitate comprehension and language production through communicative context, visual support, and/or aural support?</li><li>Do materials provide authentic target language input at a level slightly above the learners' current level of comprehension (i.e., within the zone of proximal development, or i+1:)?</li></ul>	<ul style="list-style-type: none"><li>Incorporate communicative or intercultural scaffolds through pictures, gestures, facial expressions, use of realia, subtitles, accentuation, repetition, etc.</li><li>Provide opportunities for learners to demonstrate comprehension of authentic input at their targeted proficiency level.</li><li>Give learners opportunities to produce language at their targeted proficiency level.</li></ul>	
Scoring					
0	1	2			
1.2b. Materials elicit increasingly proficient communication over time.			<ul style="list-style-type: none"><li>Do the materials encourage spontaneous and scaffolded use of the language?</li><li>Do the materials help develop fluency, accuracy, and complexity of communication and self-expression?</li></ul>	<ul style="list-style-type: none"><li>Progress naturally from contexts related to self and familiar topics (Novice) to community and familiar topics (Intermediate), to researched, abstract, and/or unfamiliar topics (Advanced).</li></ul>	
Scoring					
0	1	2			
1.2c. Materials provide opportunities for learners to build on existing knowledge and skills.			<ul style="list-style-type: none"><li>Do the materials allow learners to use and expand upon their background experiences and content knowledge?</li><li>Do the materials build foundational knowledge or skills for future learning?</li></ul>	<ul style="list-style-type: none"><li>Purposefully spiral in previously learned or existing language skills, cultural concepts, and background knowledge.</li></ul>	
Scoring					
0	1	2			

## CRITERION 1.2: SECOND LANGUAGE ACQUISITION

Materials promote target language use through evidence-based second language acquisition practices and the promotion of proficiency-oriented instruction and learning opportunities.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.2d. Materials provide opportunities for learners to make comparisons between the target language and their own language.			<ul style="list-style-type: none"><li>Do the materials incorporate activities that require learners to identify and compare linguistic and cultural similarities and differences in their own language and the target language?</li></ul>	<ul style="list-style-type: none"><li>Incorporate or promote the use of authentic cultural texts that require learners to make linguistic comparisons between their own language and the target language.</li></ul>	
Scoring					
0	1	2			
1.2e. Materials provide opportunities for learners to set goals for their language learning and reflect on their progress.			<ul style="list-style-type: none"><li>Do the materials provide ongoing support or tools for learners to set personal learning goals and reflect on their language learning progress?</li></ul>	<ul style="list-style-type: none"><li>Incorporate the reflective learning cycle in which learners are encouraged to set personal learning goals, select learning strategies that work for them, collect evidence of their successes, and reflect on their learning.</li></ul>	
Scoring					
0	1	2			
Criterion 1.2 Summary				Criterion Score	Criterion Rating
Meets Expectations (9-10 pts) Partially Meets Expectations (7-8 pts) Does Not Meet Expectations (< 7 pts)					



### CRITERION 1.3: AUTHENTIC RESOURCES

Materials provide authentic texts and media that encourage learners to actively explore and develop their personal identities, life experiences, future pathways, and cross-curricular interests.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
1.3a. Materials provide or link to authentic resources that are meaningful to learners.			<ul style="list-style-type: none"><li>Do the authentic resources reflect the unique identities of learners?</li><li>Do the authentic resources relate to the learners' future pathways?</li><li>Do the authentic resources have real-world applications beyond the classroom or learning environment?</li><li>Are the authentic resources adaptable to a variety of learning settings and contexts?</li></ul>	<ul style="list-style-type: none"><li>Provide strategies and scaffolds for using authentic resources to:<ul style="list-style-type: none"><li>integrate knowledge of language and culture with other learning or personal experiences.</li><li>showcase professions and careers that require or are enhanced by proficiency in world languages.</li><li>include activities that provide the opportunity to apply or practice a new skill or concept.</li></ul></li></ul>	
Scoring					
0	1	2			
1.3b. Materials use authentic resources to provide target language tasks for learners to connect to concepts and topics learned in other subject areas.			<ul style="list-style-type: none"><li>Do materials promote the use of authentic resources that contain themes and content that encourage language use in cross-disciplinary contexts?</li></ul>	<ul style="list-style-type: none"><li>Incorporate concepts from math, science, history, geography, visual and performing arts, health, etc.</li></ul>	
Scoring					
0	1	2			
Criterion 1.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (3-4 pts) Partially Meets Expectations (2 pts) Does Not Meet Expectations (< 2 pts)					

Gateway 1 Summary	Points Scored
Criterion 1.1: Alignment to Learning Standards	/6
Criterion 1.2: Second Language Acquisition	/10
Criterion 1.3: Authentic Resources	/4
Gateway 1 Rating Levels	Gateway 1 Total Points
Meets Expectations (17-20 pts) Partially Meets Expectations (13-16 pts) Does Not Meet Expectations (< 13 pts)	/20
Gateway 1 Comments:	

## Gateway 2: Instructional Support

Gateway 2 examines additional indicators of quality that demonstrate the usability of the materials to support implementation. This includes assessment, student supports, and teacher supports. **Materials must Meet or Partially Meet Expectations for Gateway 1 to be reviewed for Gateway 2.**

CRITERION 2.1: ASSESSMENT						
The program includes a system of assessments identifying how materials provide tools, guidance, and support for Ohio teachers to collect, interpret, and act on data about student progress toward the standards.						
Indicators			Guiding Questions		Look for Evidence of How the Materials:	Evidence
2.1a. Materials offer a diverse system of assessment with multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up.			<ul style="list-style-type: none"> <li>Does the assessment system provide multiple opportunities throughout the grade, course, or series to determine students' learning and sufficient guidance to teachers for interpreting student performance and suggestions for follow-up?</li> <li>Is guidance consistently provided to teachers on how to interpret student understandings?</li> <li>Are the assessments designed to measure performance and proficiency as outlined in the Ohio learning standards?</li> </ul>		<ul style="list-style-type: none"> <li>Provide resources (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback) for scoring purposes.</li> <li>Provide opportunities to assess language, intercultural competence, and literacy skills across the modes of communication.</li> <li>Provide guidance to teachers to interpret student understanding.</li> <li>Provide teachers guidance to respond to student needs elicited by the assessment.</li> <li>Provide opportunities for students to show learning and language proficiency through a variety of options (e.g., drawings; classroom observations; oral, written, or signed responses; role plays; presentations; performance assessments; and portfolios.</li> </ul>	
Scoring						
0	1	2				

## CRITERION 2.1: ASSESSMENT

The program includes a system of assessments identifying how materials provide tools, guidance, and support for Ohio teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1b. Assessments include opportunities for students to demonstrate the full intent of grade-level or course content standards across the series.			<ul style="list-style-type: none"><li>Do the assessments include opportunities for students to demonstrate the full intent of grade-level or course content standards across the series?</li><li>Do the assessments include a variety of modalities (e.g., writing, illustrating, demonstrating, modeling, oral or signed presentations, and performance tasks) and suggestions for how they can be used?</li><li>Is there a good balance of complexity in assessment tasks?</li></ul>	<ul style="list-style-type: none"><li>Provide opportunities for different types of modalities (e.g., writing, illustrating, demonstrating, modeling, oral or signed presentations, and performance tasks).</li><li>Provide opportunities for different types of items used for student assessments and how they are used to measure student performance (e.g., performance tasks, discussion questions, constructed response questions, project- or problem-based tasks, portfolios, justified multiple-choice).</li></ul>	
Scoring					
0	1	2			

## CRITERION 2.1: ASSESSMENT

The program includes a system of assessments identifying how materials provide tools, guidance, and support for Ohio teachers to collect, interpret, and act on data about student progress toward the standards.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.1c. Assessments offer accommodations that allow students to demonstrate their knowledge and skills without changing the content of the assessment.			<ul style="list-style-type: none"><li>Do materials incorporate accommodations in assessments that maintain the assessment's content while enabling students to demonstrate their knowledge and skills effectively?</li><li>Is guidance provided for teachers to use the accommodations?</li></ul>	<ul style="list-style-type: none"><li>Describe where and how accommodations are offered that ensure all students can access the assessment, (e.g., text-to-speech, increased font size, etc.) without changing the content of the assessment.</li><li>Provide guidance for teachers to accommodate students, including those in special populations, without altering grade-level or course expectations or the content of the assessment.</li></ul>	
Scoring					
0	1	2			
Criterion 2.1 Summary				Criterion Score	Criterion Rating
Meets Expectations (5-6 pts) Partially Meets Expectations (4 pts) Does Not Meet Expectations (< 4 pts)					

## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2a. Materials provide strategies and support to help students consistently and actively engage in learning at course level or grade level.			<ul style="list-style-type: none"><li>Do materials provide differentiation supports to sufficiently engage students in grade-level/course-level content?</li><li>Do the materials provide comprehensive guidance on strategies and accommodations for diverse student needs?</li></ul>	<ul style="list-style-type: none"><li>Provide specific strategies and supports for differentiating instruction.</li><li>Provide a comprehensive strategic support system for students to maintain consistent and active involvement in their learning.</li></ul>	
Scoring					
0	1	2			
2.2b. Materials provide both extensions and opportunities for students to engage with grade-level or course-level content at higher levels of complexity.			<ul style="list-style-type: none"><li>Do materials provide intentional extensions and structured opportunities enabling students to interact with course or grade-level content at higher levels of complexity?</li></ul>	<ul style="list-style-type: none"><li>Suggest strategies and supports for students' exploration of grade-level or course-level content at a higher level of complexity, not by students completing additional tasks, but as an extension of their learning.</li><li>Provide opportunities for students to develop and apply higher-level thinking as they interact with language and intercultural content across the three modes of communication.</li></ul>	
Scoring					
0	1	2			

## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2c. Materials provide varied approaches to learning tasks over time and variety in how students are expected to demonstrate their learning with opportunities for students to monitor their learning.			<ul style="list-style-type: none"><li>Do the materials provide multi-modal opportunities for students to question, investigate, sense-make, and problem-solve using a variety of formats and methods while providing a variety of approaches for students to demonstrate and monitor their learning?</li></ul>	<ul style="list-style-type: none"><li>Provide opportunities for students to share their thinking, demonstrate changes in their thinking over time, and apply their understanding in new contexts.</li><li>Leverage the use of a variety of formats and methods over time to deepen student understanding and ability to explain content concepts.</li><li>Provide opportunities for students to monitor and deepen their own learning, using ongoing review, through oral, written, or signed feedback, practice, and self-reflection.</li></ul>	
Scoring					
0	1	2			
2.2d. Materials provide opportunities for teachers to use a variety of grouping strategies.			<ul style="list-style-type: none"><li>Do the materials provide varied and adaptable grouping structures that address different learning needs and objectives?</li><li>Do the materials provide guidance for the teacher on how and when to use specific grouping strategies?</li></ul>	<ul style="list-style-type: none"><li>Describe for the teacher how and where to group students in a variety of grouping formats.</li><li>Provide for meaningful interaction among students, such as in large or small groups, pairs, etc.</li></ul>	
Scoring					
0	1	2			



## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2e. Materials provide strategies and supports for students who read, write, speak and/or sign in languages other than English to regularly participate in grade-level learning.			<ul style="list-style-type: none"><li>Do materials provide appropriate support and accommodations for English Learners (ELs) to actively participate in learning grade-level or course-level content?</li><li>Do the materials for teachers provide guidance for instructional practices that foster and empower ELs to develop and exercise agency and autonomy in their learning?</li></ul>	<ul style="list-style-type: none"><li>Provide strategies and opportunities for speaking, listening, reading, writing, viewing, and signing to develop practices and knowledge of the subject matter, including scaffolding up to and written grade-level or course-level content.</li><li>Provide teacher guidance to support ELs.</li><li>Provide guidance that help teachers identify and follow-up on whether the student has challenges in content vs. language acquisition, as well as identify when students may have misconceptions with content vs. language demand, to ensure the two are not conflated.</li></ul>	
Scoring					
0	1	2			

## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
<p>2.2f. Materials provide a balance of images or information about people, representing various demographic and physical characteristics to positively portray individuals from all communities and enable students to see themselves in materials.</p>	<ul style="list-style-type: none"> <li>Do the materials provide a balance of images or information about all people?</li> <li>Do the materials provide representations that show students they can succeed in the subject?</li> </ul>	<ul style="list-style-type: none"> <li>Provide positive and balanced depictions of all individuals.</li> <li>Show all populations of learners successfully using their language and intercultural skills in a variety of contexts.</li> </ul>	
Scoring			
Narrative Evidence			
<p>2.2g. Materials provide teachers with guidance and strategies that embrace and integrate students' home languages, as well as their cultural and social backgrounds, to facilitate meaningful learning.</p>	<ul style="list-style-type: none"> <li>Do the materials provide strategies for utilizing students' home language in context with the materials?</li> <li>Do the materials provide guidance for teachers to effectively incorporate and utilize students' cultural and social backgrounds in the classroom and learning process?</li> </ul>	<ul style="list-style-type: none"> <li>Provide suggestions and strategies for how to allow the use of the home language to support students in learning grade-level or course content.</li> <li>Present multilingualism as an asset in reading, comprehending, and learning the content.</li> <li>Make connections to students' linguistic and cultural backgrounds to facilitate learning.</li> <li>Provide opportunities for students to feel acknowledged, e.g., asked to create personal learning based on customs of their own home culture.</li> </ul>	
Scoring			
Narrative Evidence			

## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2h. Materials provide supports for different reading levels to ensure accessibility for students.	<ul style="list-style-type: none"> <li>Do the materials incorporate specific strategies to assist students reading at or below grade level in engaging with grade-level or course content?</li> <li>Do the materials scaffold vocabulary or concepts to support readers at or below grade or course level?</li> <li>Do the materials use a variety of representations to engage students with grade-level or course content?</li> </ul>	<ul style="list-style-type: none"> <li>Provide tasks with multiple entry points.</li> <li>Use a variety of representations to engage students with grade-level or course content.</li> <li>Include pre-reading activities that utilize visuals to establish necessary background knowledge on new or unfamiliar themes or topics in an appropriate manner.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			
2.2i. The visual design (whether in print or digital) supports students in engaging thoughtfully with the subject and is neither distracting nor chaotic.	<ul style="list-style-type: none"> <li>Do the materials present visual design elements, whether in print or digital format, that facilitate thoughtful student engagement with the subject matter by avoiding distractions or chaotic layouts?</li> </ul>	<ul style="list-style-type: none"> <li>Provide images, graphics, and models that support student learning and engagement.</li> <li>Provide images, graphics, and models that clearly communicate information or support student understanding of topics, texts, or concepts.</li> <li>Provide organizational features (e.g., Table of Contents, glossary, index, internal references, table headers, captions, etc.) clearly and accurately.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			

## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators	Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2j. Materials integrate digital technology such as interactive tools, virtual manipulatives, objects, and/or dynamic software in ways that engage students in the grade or course content, when applicable.	<ul style="list-style-type: none"> <li>Do the materials integrate interactive tools along with dynamic software in ways that support student engagement in course content?</li> <li>Do the included digital tools support student engagement in course content?</li> <li>Are digital materials compatible with the Learning Management System (LMS) currently in use?</li> </ul>	<ul style="list-style-type: none"> <li>Include digital technology and interactive resources, such as data collection tools, simulations, and modeling tools, made available to students.</li> <li>Include digital technology and interactive tools that support student engagement in course content and how these digital materials can be customized for local use.</li> <li>Provide accessibility that are compatible with district digital systems for lesson delivery, assessment, and communication from within the district LMS and meet all district privacy-data security requirements.</li> <li>Include videos, virtual manipulatives, glossaries, English captioning, illustrations, graphic tools, speech recognition, interactive tools, materials in the home language, games, and accessible format.</li> </ul>	
<b>Scoring</b>			
Narrative Evidence			

## CRITERION 2.2: STUDENT SUPPORTS

The program includes materials designed for each student's regular and active participation in Ohio's grade level, grade band, and course content.

Indicators				Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.2k. Materials include or reference digital technology that provides opportunities for teachers and/or students to collaborate with each other, when applicable.				<ul style="list-style-type: none"><li>Do the materials provide and leverage digital tools in ways that actively promote and facilitate collaborative interactions among teachers and/or students, where appropriate?</li></ul>	<ul style="list-style-type: none"><li>Support collaboration between teacher to teacher, teacher to student, or student to student.</li></ul>	
Scoring						
Narrative Evidence						
2.2l. Materials provide supports for integrating the language, culture, and social backgrounds of learners who are native or heritage speakers of the target language.				<ul style="list-style-type: none"><li>Do the materials provide strategies for utilizing learners’ current proficiency in the language in context with the materials to facilitate meaningful learning?</li></ul>	<ul style="list-style-type: none"><li>Provide learning extensions for native or heritage learners whose skills are above the targeted proficiency level.</li><li>Provide scaffolds, strategies, and activities for native or heritage learners with learning or skills gaps.</li></ul>	
Scoring						
0	1	2				
Criterion 2.2 Summary					Criterion Score	Criterion Rating
Meets Expectations (10-12 pts) Partially Meets Expectations (8-9 pts) Does Not Meet Expectations (< 8 pts)						

## CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3a. Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials and ancillary materials, with specific attention to engaging students in order to guide their development.			<ul style="list-style-type: none"><li>Do the materials offer comprehensive guidance, including detailed annotations and actionable suggestions, to assist teachers in implementing both student and ancillary materials, specifically focusing on engaging students to facilitate their developmental progress?</li></ul>	<ul style="list-style-type: none"><li>Provide overview sections, annotations, narrative information, or other documents that will assist the teacher in planning instruction, including strategies and guidance for presenting the content.</li><li>Include guidance on identifying and addressing student errors and misconceptions in the planning phase.</li></ul>	
Scoring					
Narrative Evidence					
2.3b. Materials contain adult-level explanations and examples of the more complex grade-level or course-level concepts and concepts beyond the current course so that teachers can improve their own knowledge of the subject.			<ul style="list-style-type: none"><li>Do the materials provide comprehensive resources that support teachers in deepening their understanding of complex grade-level or course-level concepts, extending beyond the current curriculum, through adult-level explanations and examples?</li></ul>	<ul style="list-style-type: none"><li>Provide complete adult-level explanations and examples that support the teacher in developing their own understanding of the content and expected student practices.</li><li>Provide supports for teachers to develop their own understanding of more advanced applications of grade-level or course-level concepts.</li><li>Provide supports for teachers to develop their own understanding of concepts beyond the current course.</li></ul>	
Scoring					
0	1	2			

### CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3c. Materials provide recommendations for curriculum-based professional learning that is immersive and allows teachers to experience the materials as a student.			<ul style="list-style-type: none"><li>Do the materials recommend curriculum-based professional learning to enhance both teacher content knowledge and pedagogy?</li><li>Do the materials provide best practices to support teachers' planning for instruction?</li><li>Do the materials recommend professional learning strategies that promote teachers reflecting on and considering the student experience with the instructional materials?</li><li>Do the materials provide recommendations for both initial professional learning and sustained teacher support for student success with the program?</li></ul>	<ul style="list-style-type: none"><li>Provide guidance on curriculum-based professional learning to support classroom facilitation, including understanding the program's instructional design, philosophy, and approaches in units and lessons.</li><li>Provide guidance and strategies for professional learning that provide teachers opportunities and time to plan instruction and collaborate with colleagues (i.e., professional learning communities, study groups, coaching, feedback, and reflective practices.)</li><li>Includes initial and ongoing curriculum-based professional learning to support the program's sustainability.</li></ul>	
Scoring					
0	1	2			



## CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3d. Materials provide strategies for informing all stakeholders, including students, parents, or caregivers, about the program and suggestions for how they can help support student progress and achievement.			<ul style="list-style-type: none"><li>Do the materials provide comprehensive strategies that enable students, parents, and caregivers with an understanding of the program, accompanied by actionable guidance to actively support and enhance student progress and achievement?</li></ul>	<ul style="list-style-type: none"><li>Contain strategies for informing students, parents, and/or caregivers about the content their student is learning.</li><li>Provide forms of communication with parents and caregivers, including for families that may speak, read, and comprehend in a language other than English.</li><li>Contain suggestions for how parents or caregivers can support student progress and achievement.</li></ul>	
Scoring					
Narrative Evidence					
2.3e. Materials provide explanations of the instructional approaches of the program and identification of the research-based and evidence-based strategies.			<ul style="list-style-type: none"><li>Do the materials present the program's teaching methodologies and research-based and evidence-based strategies that aid educators' understanding and implementation?</li></ul>	<ul style="list-style-type: none"><li>Explain the instructional approaches of the program.</li><li>Identify and reference research-based and evidence-based strategies that are used in the design.</li></ul>	
Scoring					
0	1	2			

## CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3f. Materials provide a comprehensive list of all supplies needed to support instructional activities.			<ul style="list-style-type: none"><li>Do the materials offer a detailed and comprehensive inventory of all necessary supplies required to facilitate instructional activities effectively?</li></ul>	<ul style="list-style-type: none"><li>Provide a comprehensive list of required materials.</li></ul>	
Scoring					
Narrative Evidence					
2.3g. Materials regularly and systematically balance time and resources required for following the suggested implementation, as well as information for alternative implementations.			<ul style="list-style-type: none"><li>Do the materials explore multiple implementation pathways and their resource implications?</li><li>Do materials address trade-offs between implementations, incorporating considerations of time and effectiveness?</li><li>Do materials prioritize adaptability, promoting flexibility in response to available resources or evolving circumstances?</li></ul>	<ul style="list-style-type: none"><li>Provide a detailed breakdown of the resources needed for each implementation pathway, including time, personnel, materials, and any other required resources.</li><li>Provide a clear and structured comparison that highlights the trade-offs with different implementation methods and discusses how each option affects time and effectiveness.</li><li>Provide guidance or suggestions on how to adapt or modify the implementation strategy based on the availability of resources or changing circumstances, demonstrating a proactive approach to flexibility.</li></ul>	
Scoring					
0	1	2			

### CRITERION 2.3: TEACHER SUPPORTS

The program includes educative materials that provide teachers with guidance, recommendations, or annotations for how to facilitate the effective use of instructional materials.

Indicators			Guiding Questions	Look for Evidence of How the Materials:	Evidence
2.3h. Materials provide teacher guidance for the use of embedded technology to support and enhance student learning, when applicable.			<ul style="list-style-type: none"><li>Do the materials provide specific guidance, examples, or instructions for teachers to effectively utilize embedded technology, where suitable, to enhance and strengthen student learning experiences?</li></ul>	<ul style="list-style-type: none"><li>Provide teacher guidance on how to use embedded technology in supporting and enhancing student learning.</li><li>Provide step-by-step explanations on integrating digital tools, recommendations for suitable technological resources, or scenarios showcasing technology-enhanced learning activities aligned with the curriculum.</li><li>Provide troubleshooting tips or strategies for adapting the use of technology to different learning environments or student needs.</li></ul>	
Scoring					
0	1	2			
Criterion 2.3 Summary				Criterion Score	Criterion Rating
Meets Expectations (9-10 pts) Partially Meets Expectations (7-8 pts) Does Not Meet Expectations (< 7 pts)					

Gateway 2 Summary	Points Scored
Criterion 2.1: Assessment	/6
Criterion 2.2: Student Supports	/12
Criterion 2.3: Teacher Supports	/10
Gateway 2 Rating Levels	Gateway 2 Total Points
Meets Expectations (23-28 pts) Partially Meets Expectations (17-22 pts) Does Not Meet Expectations (< 17 pts)	/28
Gateway 2 Comments:	