



Abbreviated Instructional Material Rubric

#	Standard	Y/N
Standards Alignment		
A	Explicitly aligned to Ohio Learning Standards or one or more national standards which would allow for crosswalking to Ohio standards.	
Research-Based Strategies		
B	Content builds on prior learning.	
C	Content supports learning by gradually removing supports, requiring advanced skills and concepts, and application of literacy skills.	
D	Content provides for authentic learning, student-directed inquiry, analysis, evaluation, and/or reflection.	
E	Uses technology and media to deepen learning and engage students.	
F	Content includes options for differentiation to meet needs of all learners.	
Usability		
G	Materials follow Web Content Accessibility Guidelines (WCAG 2.1).	
H	Material(s) are not overly resource intense that would require consistent high-speed internet access, such as large video files and multiple high-resolution photos.	
I	The visual design of materials is clean and coherent, lending itself to ease of learning.	
Flexibility and Adaptability		
J	Materials are flexible to allow students to access and complete work online or offline as needed.	
K	Materials can support and/or facilitate learning in hybrid and/or online delivery methods.	
L	Teacher supports, documentation, and/or guides for effective use are present.	
Inclusive Teaching		
M	Content is presented with an objective view on the topic and is free of bias.	
N	Content creates student experiences that enable all children to reach empowering and rigorous learning outcomes regardless of their race or income.	
O	Content cultivates an awareness and acceptance of a variety of ages, cultures, races, religions, and gender roles and identities.	

What to Look For

Reference the full list of standards and criteria below to help identify whether or not an instructional material meets or exceeds expectations. This list also makes up the full, unabbreviated rubric which instructional content can be evaluated against.

Standards Alignment

A. Instructional approaches used are reflective of best practices and research on what works in education.

- Explicitly aligned to Ohio Learning Standards
- Explicitly aligned to one or more national standards which would allow for crosswalking to Ohio standards.
- References research-based or evidence-based practices (cites research articles or clearinghouse) and/or provides known authority on topic as reference.

Research-Based Strategies

B. Content builds on prior learning.

- Frequent opportunities for formative assessments to check for understanding and transfer of knowledge (e.g., advanced organizers, exit tickets, low-stakes quizzes, surveys, etc.)
- Activates background knowledge through a variety of sources (e.g., videos, short articles, infographics, and images) and references connections between prior knowledge and new concepts (i.e., as part of a lesson plan or pre-training activity).
- Allows for instructor-led reconstruction of necessary knowledge to inform future instruction.

C. Content supports learning by gradually removing supports, requiring advanced skills and concepts, and application of literacy skills.

- Uses or recommends student reflection on learning and/or metacognition strategies.
- Activities and content promote instructional scaffolding that supports student learning.
- Uses grade-level appropriate text.
- Promotes reading, writing, and discussion as well as other forms of communication for learning or sharing information.
- Includes explicit vocabulary instruction (e.g., referencing critical words and/or content-specific jargon for increased comprehension, routine for introducing new words, judicious practice and review).

D. Content provides for authentic learning, student-directed inquiry, analysis, evaluation, and/or reflection.

- Includes opportunities for student-directed inquiry and/or project-based learning.
- Outlines protocols for student discussion and reflection (speaking, listening, or writing).
- Includes real-world relevance and authentic tasks in learning activities (e.g., ill-defined problems, sustained investigation and critical thinking, cross-disciplinary, integrated assessments, polished product, and has a range of solutions to problems).
- Materials encourage curiosity or use the inquiry process in lessons and activities.
- Strategies for student engagement, self-regulation, perseverance, and/or growth mindset are present.

E. Uses technology and media to deepen learning and engage students.

- A variety of media (e.g., video, animation, simulations, interactives) is used for instruction.
- Technology is used to enhance or elevate learning and not as a replacement for tasks.

- Technology facilitates a teacher’s ability to differentiate lessons, tasks, or other content for students.
- Materials include easy ability for progress monitoring by teacher and student.

F. Content includes options for differentiation to meet needs of all learners.

- Materials have flexibility in language and cognitive capability and provide support for complex grade-level text.
- Material allows for a variety of instructional practices, approaches, and philosophies to meet the needs of schools, districts, students, and families (group and individual, hands-on, requires movement, longer investigations).
- Material and/or technology allows for student choice in learning, pacing, and demonstrating their learning.

Usability

G. Materials follow Web Content Accessibility Guidelines (WCAG 2.1).

- Text is easy to see and read (i.e. font size of at least 14pt or allows the user to adjust the size of text, sufficient contrast against the page background).
- Alternate text or captions are present on images.
- Captions or transcripts are available on video or audio.
- Uses a variety of indicators other than color to convey important content or meaning.

H. Material(s) are not overly resource intense that would require consistent high-speed internet access, such as large video files and multiple high-resolution photos.

- Makes use of or allows for low bandwidth and/or low immediacy teaching strategies (discussion boards with visuals, collaborative documents, emails).
- Video, if present, can be streamed at a lower quality, downloaded for later viewing, or is a smaller length or size.
- High-resolution images or other large files, if present, are limited or can be downloaded for later viewing.

I. The visual design of materials is clean and coherent, lending itself to ease of learning.

- Uses visual cues and/or prompts to highlight, emphasize, or draw attention to key features or critical information and ideas.
- "Chunks" information into smaller elements where possible.
- Reduces or eliminates unnecessary distractions and extraneous information, unless they are essential to the instructional goal(s).
- Composition of materials effectively use the principles of contrast, repetition, alignment, proximity, and white space to help convey information.

Flexibility and Adaptability

J. Materials are flexible to allow students to access and complete work online or offline as needed.

- The core content of the material can be saved to be accessed offline.
- Online and offline materials are comparable in rigor and alignment.

K. Materials can support and/or facilitate learning in hybrid and/or online delivery methods.

- Material can support the continuity of quality teaching and learning between delivery modes.
- Material has an open license, such as Creative Commons or Public Domain, which allows for modifications and sharing.
- Material is not solely reliant on a single educational technology or tool and could allow for adaptation to other platforms.

L. Teacher supports, documentation, and/or guides for effective use are present.

- Includes plain language recommendations to support parental engagement and extended learning at home.
- Provides opportunities or recommendations for differentiation and personalized learning based on student needs.
- Digital teacher guides, examples, and/or templates are available for the material(s).

Inclusive Teaching

M. Content is presented with an objective view on the topic and is free of bias.

- Words are accurate, clear, specific, and free from bias or prejudicial connotation.
- Acknowledges relevant cultural, group, or individual differences when they exist and don't present a colorblind perspective.
- Avoids using one group (often their own group) as the standard against which others are judged.

N. Content creates student experiences that enable all children to reach empowering and rigorous learning outcomes regardless of their race or income.

- Materials use or recommend a variety of methods to set expectations for all students and consistently monitor student understanding of instruction, directions, procedures and processes, questions, and content.
- Structures academic and social interactions between students.
- Uses students' real-life experiences to connect school learning to students' lives.

O. Content cultivates an awareness and acceptance of a variety of ages, cultures, races, religions, and gender roles and identities.

- Materials include reference to or a reflection of student attitudes, beliefs, biases, and assumptions about others.
- Material promotes cultural awareness through multiple perspectives or points of view in text and examples, inclusion of diverse languages and/or cultures, and/or inclusion of or referencing works from non-majority group authors (i.e., provides opportunities for learners to see themselves and/or other groups in the content).