

CAREER-TECHNICAL EDUCATION

High-Quality Instructional Materials Review Rubric

Grade Range: 9-12

Evaluator		Rating Committee	
Publisher			
Title of Textbook Series/Instructional Program			
Grade Range of Textbook Series/Instructional Program		Specific Grade Evaluated	

This evaluation rubric is designed to evaluate how well instructional materials align with the specific Career-Technical Education Career Cluster. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for evaluating materials. Within each **Gateway**, **Criterion**, and related **Indicators** are provided along with **Guiding Questions** and **Evidence**.



The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. Remember to focus on what is present in the instructional materials and any ancillary or complementary resources rather than what might be inferred. All scores should be based on evidence observed from the instructional materials themselves.

Scoring Protocol and Criteria:

- **No evidence (0):** There is no correlation between the standards and lessons; a logical sequence of content cannot be identified, significant content inaccuracies exist, essential understandings, knowledge, or skills are not addressed, and opportunities to practice essential skills are excluded.
- **Limited (2 or 3):** Limited connections between the standards and the lessons are noted; content may contain some inaccuracies or may not always be clear. Essential understandings, knowledge, or skills are not sufficiently addressed, and there is limited opportunity for students to practice essential skills.
- **Adequate (3 or 5):** Lessons align with the standards; content appears accurate, clear, and in sequential order. Most essential understandings, knowledge, and skills are supported, and many opportunities are provided for students to practice these essential skills.

The High-Quality Instructional Materials Review Rubric is comprised of three sections:

Gateway 1: Alignment to Standards - **This is a requirement for submission.**

→ Advance to Gateway 2 only if Gateway 1 scores at least **18 points**.

Gateway 2: Rigor and Instructional Practices - **This is a requirement for submission.**

→ Advance to Gateway 3 only if Gateway 2 scores at least **17 points**.

Gateway 3: Usability

GATEWAY 1

Alignment to Standards - This is a required submission.

High-quality materials are coherent and aligned to the specific Career-Technical Education Career Cluster to support critical thinking, teamwork, and problem-solving skills. To determine the Gateway rating, educators use evidence from the instructional materials to score indicators related to each criterion.

- **Criterion 1.1 (1a – 1d): Alignment and Accuracy 18 possible points**
- **Criterion 1.2 (1e – 1h): Learning Progressions and Coherence 16 possible points**

Criterion 1.1: ALIGNMENT AND ACCURACY			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
1a. Materials align to the CTE program standards and learning objectives.	<ul style="list-style-type: none"> • Are program standards clearly identified within lessons and units? • Are standards comprehensively addressed? • Is instruction aligned to program outcomes? 	<ul style="list-style-type: none"> • Standards identified in lesson plans • Standards correlation documents • Scope and sequence demonstrating standards coverage 	0 3 5
1b. Content is accurate, current, and reflects industry expectations and practices.	<ul style="list-style-type: none"> • Is content technically accurate and up to date? • Does instruction reflect current industry standards and practices? 	<ul style="list-style-type: none"> • Industry-aligned terminology • Current workplace examples • References to industry certifications, standards, or practices 	0 3 5
1c. Materials connect learning to authentic workplace applications and career readiness skills.	<ul style="list-style-type: none"> • Are students engaged in authentic workplace scenarios? • Do lessons emphasize employability skills and real-world applications? 	<ul style="list-style-type: none"> • Case studies • Workplace scenarios • Career readiness activities • Industry-based projects 	0 3 5
1d. Instructional approaches reflect evidence-based teaching and learning practices.	<ul style="list-style-type: none"> • Do materials utilize research-based instructional strategies? • Are students actively engaged in learning? 	<ul style="list-style-type: none"> • Cooperative learning opportunities • Inquiry-based learning • Project-based instruction • Explicit instructional supports 	0 2 3

TOTAL SCORE CRITERION 1.1			
Meets: 14-18 points Partially Meets: 9-13 points Does Not Meet: 0-8 points			
Criterion 1.2: LEARNING PROGRESSIONS and COHERENCE			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
1e. Materials follow a logical progression that builds knowledge and technical skills over time.	<ul style="list-style-type: none"> Does content progress logically from introductory to advanced concepts? Are skills developed systematically throughout the program? 	<ul style="list-style-type: none"> Scope and sequence documents Unit progression guides Increasing complexity of tasks and projects 	0 3 5
1f. Materials intentionally connect new learning to previously taught concepts and skills.	<ul style="list-style-type: none"> Are prior concepts revisited and reinforced? Do students apply previously learned skills in new contexts? 	<ul style="list-style-type: none"> Spiral review activities Cross-unit connections Skill reinforcement opportunities 	0 2 3
1g. Materials gradually release responsibility, leading students toward independence and proficiency.	<ul style="list-style-type: none"> Do instructional supports decrease as student proficiency increases? Are students expected to apply skills independently 	<ul style="list-style-type: none"> Modeling and guided practice Independent projects Gradual release structures 	0 2 3
1h. Content is appropriate for the intended grade level and program expectations.	<ul style="list-style-type: none"> Is content rigorous and age appropriate? Does instruction align to program expectations and workforce readiness goals? 	<ul style="list-style-type: none"> Grade-level rigor Appropriate technical complexity Program-specific expectations addressed 	0 3 5
TOTAL SCORE CRITERION 1.2			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			

Gateway 1 Points AVAILABLE	Gateway 1 Points ACHIEVED	GATEWAY 1 RATING
34	Sum of points from Criterion 1.1 and 1.2	<input type="checkbox"/> Meets (score of 27-34 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Partially Meets (score of 18-26 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-17 points) STOP REVIEW

GATEWAY 2

Rigor and Instructional Practices - This is a required submission.

Gateway 2 examines how materials support students in meeting the rigorous standards and expectations in the energy and natural resources framework.

- Criterion 2.1 (2a – 2d): Student Learning **16 possible points**
- Criterion 2.2 (2e – 2h): Instructional Design **16 possible points**

Criterion 2.1: STUDENT LEARNING			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
2a. Students engage in authentic tasks that develop technical, academic, and employability skills.	<ul style="list-style-type: none"> • Do learning experiences reflect authentic workplace expectations? • Are technical and employability skills developed simultaneously? 	<ul style="list-style-type: none"> • Workplace simulations • Technical performance tasks • Employability skill development activities 	0 3 5
2b. Materials provide varied learning experiences and multiple ways for students to demonstrate understanding.	<ul style="list-style-type: none"> • Are multiple learning modalities incorporated? • Do students demonstrate learning in varied ways? 	<ul style="list-style-type: none"> • Visual, written, oral, and hands-on activities • Performance-based tasks • Multiple assessment formats 	0 2 3
2c. Students apply problem-solving, critical thinking, and decision-making skills in meaningful contexts.	<ul style="list-style-type: none"> • Do students analyze problems and develop solutions? • Are critical thinking opportunities embedded throughout instruction? 	<ul style="list-style-type: none"> • Scenario-based learning • Case studies • Problem-solving activities • Decision-making tasks 	0 3 5
2d. Assessments and learning tasks allow students to demonstrate proficiency through multiple formats.	<ul style="list-style-type: none"> • Are students given multiple ways to show mastery? • Do assessments align with real-world performance expectations? 	<ul style="list-style-type: none"> • Presentations • Projects • Demonstrations • Written and oral assessment 	0 2 3
TOTAL SCORE CRITERION 2.1			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			

Criterion 2.2 INSTRUCTIONAL DESIGN

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
2e. Lessons use a variety of instructional strategies to support engagement and understanding.	<ul style="list-style-type: none"> Are multiple instructional approaches incorporated? Are strategies aligned to learning goals? 	<ul style="list-style-type: none"> Discussion-based instruction Demonstrations Projects Hands-on activities 	0 2 3
2f. Students regularly collaborate with peers, instructors, and industry-relevant stakeholders.	<ul style="list-style-type: none"> Are opportunities provided for collaboration? Do students engage in teamwork and communication? 	<ul style="list-style-type: none"> Group projects Peer collaboration Industry engagement activities 	0 2 3
2g. Students engage in open-ended tasks, real-world scenarios, and workplace simulations.	<ul style="list-style-type: none"> Do students apply learning in authentic situations? Are tasks open-ended and solution-oriented? 	<ul style="list-style-type: none"> Simulations Workplace scenarios Authentic performance task 	0 3 5
2h. Materials incorporate career exploration and workforce readiness opportunities.	<ul style="list-style-type: none"> Are career pathways and workforce expectations addressed? Do students explore postsecondary opportunities? 	<ul style="list-style-type: none"> Career exploration activities Industry profiles Workforce readiness lessons 	0 3 5
TOTAL SCORE CRITERION 2.2			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			

Gateway 2 Points AVAILABLE	Gateway 2 Points ACHIEVED	GATEWAY 2 RATING
32	Sum of points from Criterion 2.1 and 2.2	<input type="checkbox"/> Meets (score of 25-32 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Partially Meets (score of 17-24 points) PROCEED TO GATEWAY 2 <input type="checkbox"/> Does Not Meet (score of 0-16 points) STOP REVIEW

GATEWAY 3

Usability

The materials support teachers in fully utilizing the curriculum, understanding their students' skills and learning needs, and accommodating a range of learners. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- **Criterion 3.1 (3a – 3d): Teacher Supports 16 possible points**
- **Criterion 3.2 (3e – 3h): Assessment 16 possible points**
- **Criterion 3.3 (3i – 3l): Student Supports 16 possible points**
- **Criterion 3.4 (3m – 3p): Intentional Design 16 possible points**

Criterion 3.1: TEACHER SUPPORTS			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3a. Materials include clear teacher guidance, instructional notes, and implementation supports.	<ul style="list-style-type: none"> • Are lesson directions comprehensive and easy to follow? • Do materials support effective implementation? 	<ul style="list-style-type: none"> • Teacher notes • Lesson annotations • Implementation guides 	0 3 5
3b. Materials provide support for teacher content knowledge and industry understanding.	<ul style="list-style-type: none"> • Do materials strengthen teacher understanding of technical content? • Are industry connections provided? 	<ul style="list-style-type: none"> • Content background information • Industry references • Technical explanations 	0 3 5
3c. Materials clearly align lessons and assessments to standards and program objectives.	<ul style="list-style-type: none"> • Is alignment clearly documented? • Can teachers easily identify standards coverage? 	<ul style="list-style-type: none"> • Standards alignment charts • Curriculum maps • Assessment correlations 	0 2 3
3d. Materials include implementation resources such as pacing guides, supply lists, and planning tools.	<ul style="list-style-type: none"> • Are planning resources provided? • Are required materials clearly identified? 	<ul style="list-style-type: none"> • Pacing guides • Supply lists • Planning templates 	0 2 3

TOTAL SCORE CRITERION 3.1			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			

Criterion 3.2: ASSESSMENTS

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3e. Assessments clearly identify the standards and skills being measured.	<ul style="list-style-type: none"> • Are standards linked to assessments? • Is skills coverage clearly documented? 	<ul style="list-style-type: none"> • Assessment blueprints • Standards correlations • Skills tracking tools 	0 2 3
3f. Materials include a balanced system of formative and summative assessments	<ul style="list-style-type: none"> • Are assessments distributed throughout instruction? • Do they support monitoring student progress? 	<ul style="list-style-type: none"> • Exit tickets • Quizzes • Projects • End-of-unit assessments 	0 3 5
3g. Assessments measure the depth and rigor of program expectations through authentic performance tasks.	<ul style="list-style-type: none"> • Do assessments require application of learning? • Are authentic workplace skills evaluated? 	<ul style="list-style-type: none"> • Performance tasks • Simulations • Demonstrations • Portfolio assessments 	0 3 5
3h. Assessment resources include rubrics, exemplars, and guidance for interpreting results.	<ul style="list-style-type: none"> • Are scoring supports provided? • Do teachers receive guidance for instructional decisions? 	<ul style="list-style-type: none"> • Rubrics • Sample responses • Data interpretation guidance 	0 2 3

TOTAL SCORE CRITERION 3.2			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			

Criterion 3.3: STUDENT SUPPORTS

INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3i. Materials include supports that enable all students to actively participate in rigorous learning experiences.	<ul style="list-style-type: none"> • Are supports provided without reducing rigor? • Can all students access instruction? 	<ul style="list-style-type: none"> • Scaffolds • Accommodations • Differentiation supports 	0 3 5

3j. Materials provide enrichment and extension opportunities for advanced learners.	<ul style="list-style-type: none"> • Are opportunities available for deeper learning? • Do tasks increase complexity? 	<ul style="list-style-type: none"> • Extension projects • Advanced applications • Independent investigations 	0 2 3
3k. Materials provide supports for multilingual learners and diverse student populations.	<ul style="list-style-type: none"> • Are language supports embedded? • Do materials support diverse learner needs? 	<ul style="list-style-type: none"> • Vocabulary supports • Sentence frames • Language scaffolds 	0 3 5
3l. Materials include scaffolds and accessibility supports that maintain rigor while increasing access.	<ul style="list-style-type: none"> • Are accessibility features provided? • Is content rigor maintained? 	<ul style="list-style-type: none"> • Multiple representations • Accessibility tools • Guided supports 	0 2 3
TOTAL SCORE CRITERION 3.3			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			
Criterion 3.4: INTENTIONAL DESIGN			
INDICATORS OF SUPERIOR QUALITY	GUIDING QUESTIONS/CLARIFICATIONS May include but not limited to the following:	EVIDENCE OF HOW THE MATERIALS SUPPORT THE CONTENT	SCORE
3m. Materials integrate digital tools and technology that enhance learning and workforce readiness.	<ul style="list-style-type: none"> • Do technology tools support learning goals? • Are students using industry-relevant technologies? 	<ul style="list-style-type: none"> • Digital tools • Industry software • Interactive resources 	0 3 5
3n. Digital resources support collaboration and communication.	<ul style="list-style-type: none"> • Are collaborative technologies incorporated? • Do students engage digitally with others? 	<ul style="list-style-type: none"> • Shared workspaces • Discussion boards • Collaboration platforms 	0 2 3
3o. Visual elements, organization, and navigation support usability and understanding.	<ul style="list-style-type: none"> • Are materials well organized? • Do visuals support learning? 	<ul style="list-style-type: none"> • Clear layouts • Relevant graphics • Easy navigation 	0 2 3
3p. Materials provide clear guidance for technology use and compatibility with school systems and devices.	<ul style="list-style-type: none"> • Are implementation requirements clearly explained? • Are systems broadly compatible? 	<ul style="list-style-type: none"> • User guides • LMS compatibility information • Technical support documentation 	0 3 5
TOTAL SCORE CRITERION 3.4			
Meets: 13-16 points Partially Meets: 8-12 points Does Not Meet: 0-7 points			

Gateway 3 Points AVAILABLE	Gateway 3 Points ACHIEVED	GATEWAY 3 RATING
64	Sum of Criterion 3.1, 3.2, 3.3, and 3.4 points	<input type="checkbox"/> Meets (score of 51-64 points) <input type="checkbox"/> Partially Meets (score of 33-50 points) <input type="checkbox"/> Does Not Meet (score of 0-32 points)

TOTAL SCORE (Gateway 1, 2, and 3)			
GATEWAY 1	GATEWAY 2	GATEWAY 3	GRAND TOTAL
of 34 points	of 32 points	of 64 points	of 130 points