

Criteria for the Review and Adoption of Instructional Materials for:

Category 1, 2, 3 English Language Proficiency

Grades K-2, Grades 3-5/6, Grades 6/7-12 Criteria

Summary: Quality instructional materials for English Language Proficiency provide for explicit English language instruction necessary for students to access academic content and interpersonal communication. Students identified as English Language Learners (ELL) “face a double challenge: they must simultaneously learn how to acquire enough of a second language to participate in an academic setting while gaining an understanding of the knowledge and skills in multiple disciplines through that second language.” ELP materials should assure ELL students receive the rigorous and systematic education they need to graduate from high school career and college ready and include developmentally and age-appropriate support for newcomers, across grade and proficiency levels.

LEGAL REQUIREMENTS SECTION

A. **BASAL INSTRUCTIONAL MATERIALS CRITERIA**

The submitted materials must make up an organized system of instruction that align with adopted state standards.

Does the program meet the above requirements for basal instructional materials?

_____ Yes

_____ No

B. **EQUITY CRITERIA**

Submitted materials must provide models, selections, activities and opportunities for responses which promote respect for all people described in ORS 659.850, OAR 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity?

_____ Yes

_____ No

C. **National Instructional Materials Accessibility Standard (NIMAS)**

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

Does the program meet the above requirements for NIMAS?

_____ Yes

_____ No

D. **Digital Manufacturing Standards and Specifications (MSST Form B and M):**

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

Does the program meet the above MSST requirements?

_____ Yes

_____ No

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4	Completely addresses criteria
3	Mostly addresses criteria
2	Somewhat addresses criteria
1	Minimally addresses criteria
0	Does Not address criteria

Category 1: English Language Proficiency – Grades K-2 Criteria

<i>Criteria</i>	<i>Important Considerations</i>
1 ____ Materials provide scaffolding for English Learners of varying English proficiency to construct meaning from grade appropriate texts and oral presentations.	Materials scaffold the construction of meaning from identifying key words and phrases to identifying central ideas and themes. Resources are grade-level specific, culturally relevant, current/engaging. Resources include informational and literary text and a variety of media.
2 ____ Materials provide students with opportunities for frequent oral and written interactions for the specific purposes indicated under “Important Considerations”.	Specific purposes include: exchanging ideas and information, critiquing, analyzing, responding to peers, obtaining information from real world sources (i.e., internet, periodicals, etc.), and engaging in complex, relevant, and authentic academic tasks with appropriate scaffolds.
3 ____ Materials provide opportunities for students to speak and write about complex literary and informational texts and topics.	Opportunities include oral presentations, written compositions, integration of multimedia, a variety of grade-appropriate texts, topics and experiences.
4 ____ Materials provide activities that require students to create oral and written claims, support claims with reasoning and evidence, especially for the specific purposes indicated under “Important Considerations”.	Specific purposes include: persuading/arguing, comparing and contrasting, describing, and exemplifying.
5 ____ Materials guide research and evaluation to communicate findings, to answer questions and to solve problems.	Both short and sustained research projects are supported. Resources and activities are grade and developmentally appropriate and utilize multiple print /media sources.
6 ____ Materials provide resources and activities that require students to analyze and critique the arguments of others orally and in writing.	Activities require students to identify important elements and explain, analyze and evaluate oral/written arguments. Resources and topics should be grade and developmentally appropriate.
7 ____ Materials provide resources and activities that require students to adapt language choices to propose, task and audience when speaking and writing.	Formal/informal scenarios are included (e.g., role playing) and require students to adapt language register accordingly. Oral/written activities are grade/developmentally appropriate.
8 ____ Materials provide resources and activities for students to determine the meaning of words/phrases in oral presentations and in literary and informational text.	Materials help students develop an understanding of idiomatic expressions, figurative language, morphology, proverbs, denotation, connotations, general, specific, technical and abstract grade appropriate vocabulary.
9 ____ Materials provide resources/activities for students to create clear and coherent grade appropriate speech and text.	A range of communication is addressed: from basic to complex, detailed communication about an event or topic, and from syntactically simple to complex sentences.
10 ____ Materials provide resources and activities for students to make accurate use of standard English to communicate in speech and writing.	Students are exposed to and provided opportunities to practice their use of frequently occurring nouns, noun phrases verbs, conjunctions, prepositions and sentences ranging from simple to complex.
11 ____ Teacher and student materials include pre-assessments, formative assessments, and summative assessments.	Assessments address all four domains: reading, writing, listening/speaking and are aligned with Oregon’s 2013 ELP standards. Additional supports are provided for re-teaching lessons and concepts.
12 ____ Materials include developmentally and age-appropriate support for newcomers, across grade levels.	Resources provide accommodations for newcomers with limited to advanced literacy skills. Texts are developmentally and age appropriate, address different grade levels address limited to advanced literacy skills.
13 ____ A clear research plan is provided that details how the efficacy of materials in teaching English to English Learners of different levels of English proficiency will be assessed and improved over time.	Revisions are based on qualitative and quantitative evidence of actual use/results with ELL from P-K to 12 and varying English proficiency levels.
14 ____ An array of instructional supports are provided and appropriate to the intended tasks.	These include sensory support,(to access meaning via visual and other senses) graphic supports, metacognitive strategies, and interactive supports (e.g., technology, collaboration, native language supports.)

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Category 2: English Language Proficiency – Grades 3-5/6 Criteria

<i>Criteria</i>	<i>Important Considerations</i>
1 ____ Materials provide scaffolding for English Learners of varying English proficiency to construct meaning from grade appropriate texts and oral presentations.	Materials scaffold the construction of meaning from identifying key words and phrases to identifying central ideas and themes. Resources are grade-level specific, culturally relevant, current/engaging. Resources include informational and literary text and a variety of media.
2 ____ Materials provide students with opportunities for frequent oral and written interactions for the specific purposes indicated under “Important Considerations”.	Specific purposes include: exchanging ideas and information, critiquing, analyzing, responding to peers, obtaining information from real world sources (i.e., internet, periodicals, etc.), and engaging in complex, relevant, and authentic academic tasks with appropriate scaffolds.
3 ____ Materials provide opportunities for students to speak and write about complex literary and informational texts and topics.	Opportunities include oral presentations, written compositions, integration of multimedia, a variety of grade-appropriate texts, topics and experiences.
4 ____ Materials provide activities that require students to create oral and written claims, support claims with reasoning and evidence, especially for the specific purposes indicated under “Important Considerations”.	Specific purposes include: persuading/arguing, comparing and contrasting, describing, and exemplifying.
5 ____ Materials guide research and evaluation to communicate findings, to answer questions and to solve problems.	Both short and sustained research projects are supported. Resources and activities are grade and developmentally appropriate and utilize multiple print /media sources.
6 ____ Materials provide resources and activities that require students to analyze and critique the arguments of others orally and in writing.	Activities require students to identify important elements and explain, analyze and evaluate oral/written arguments. Resources and topics should be grade and developmentally appropriate.
7 ____ Materials provide resources and activities that require students to adapt language choices to propose, task and audience when speaking and writing.	Formal/informal scenarios are included (e.g., role playing) and require students to adapt language register accordingly. Oral/written activities are grade/developmentally appropriate.
8 ____ Materials provide resources and activities for students to determine the meaning of words/phrases in oral presentations and in literary and informational text.	Materials help students develop an understanding of idiomatic expressions, figurative language, morphology, proverbs, denotation, connotations, general, specific, technical and abstract grade appropriate vocabulary.
9 ____ Materials provide resources/activities for students to create clear and coherent grade appropriate speech and text.	A range of communication is addressed: from basic to complex, detailed communication about an event or topic, and from syntactically simple to complex sentences.
10 ____ Materials provide resources and activities for students to make accurate use of standard English to communicate in speech and writing.	Students are exposed to and provided opportunities to practice their use of frequently occurring nouns, noun phrases verbs, conjunctions, prepositions and sentences ranging from simple to complex.
11 ____ Teacher and student materials include pre-assessments, formative assessments, and summative assessments.	Assessments address all four domains: reading, writing, listening/speaking and are aligned with Oregon’s 2013 ELP standards. Additional supports are provided for re-teaching lessons and concepts.
12 ____ Materials include developmentally and age-appropriate support for newcomers, across grade levels.	Resources provide accommodations for newcomers with limited to advanced literacy skills. Texts are developmentally and age appropriate, address different grade levels address limited to advanced literacy skills.
13 ____ A clear research plan is provided that details how the efficacy of materials in teaching English to English Learners of different levels of English proficiency will be assessed and improved over time.	Revisions are based on qualitative and quantitative evidence of actual use/results with ELL from P-K to 12 and varying English proficiency levels.
14 ____ An array of instructional supports are provided and appropriate to the intended tasks.	These include sensory support,(to access meaning via visual and other senses) graphic supports, metacognitive strategies, and interactive supports (e.g., technology, collaboration, native language supports.)

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Category 3: English Language Proficiency – Grades 6/7-12 Criteria

<i>Criteria</i>	<i>Important Considerations</i>
1 ____ Materials provide scaffolding for English Learners of varying English proficiency to construct meaning from grade appropriate texts and oral presentations.	Materials scaffold the construction of meaning from identifying key words and phrases to identifying central ideas and themes. Resources are grade-level specific, culturally relevant, current/engaging. Resources include informational and literary text and a variety of media.
2 ____ Materials provide students with opportunities for frequent oral and written interactions for the specific purposes indicated under “Important Considerations”.	Specific purposes include: exchanging ideas and information, critiquing, analyzing, responding to peers, obtaining information from real world sources (i.e., internet, periodicals, etc.), and engaging in complex, relevant, and authentic academic tasks with appropriate scaffolds.
3 ____ Materials provide opportunities for students to speak and write about complex literary and informational texts and topics.	Opportunities include oral presentations, written compositions, integration of multimedia, a variety of grade-appropriate texts, topics and experiences.
4 ____ Materials provide activities that require students to create oral and written claims, support claims with reasoning and evidence, especially for the specific purposes indicated under “Important Considerations”.	Specific purposes include: persuading/arguing, comparing and contrasting, describing, and exemplifying.
5 ____ Materials guide research and evaluation to communicate findings, to answer questions and to solve problems.	Both short and sustained research projects are supported. Resources and activities are grade and developmentally appropriate and utilize multiple print /media sources.
6 ____ Materials provide resources and activities that require students to analyze and critique the arguments of others orally and in writing.	Activities require students to identify important elements and explain, analyze and evaluate oral/written arguments. Resources and topics should be grade and developmentally appropriate. Primary source documents are included.
7 ____ Materials provide resources and activities that require students to adapt language choices to propose, task and audience when speaking and writing.	Formal/informal scenarios are included (e.g., role playing) and require students to adapt language register accordingly. Oral/written activities are grade/developmentally appropriate.
8 ____ Materials provide resources and activities for students to determine the meaning of words/phrases in oral presentations and in literary and informational text.	Materials help students develop an understanding of idiomatic expressions, figurative language, morphology, proverbs, denotation, connotations, general, specific, technical and abstract grade appropriate vocabulary.
9 ____ Materials provide resources/activities for students to create clear and coherent grade appropriate speech and text.	A range of communication is addressed: from basic to complex, detailed communication about an event or topic, and from syntactically simple to complex sentences.
10 ____ Materials provide resources and activities for students to make accurate use of standard English to communicate in speech and writing.	Students are exposed to and provided opportunities to practice their use of frequently occurring nouns, noun phrases verbs, conjunctions, prepositions and sentences ranging from simple to complex.
11 ____ Teacher and student materials include pre-assessments, formative assessments, and summative assessments.	Assessments address all four domains: reading, writing, listening/speaking and are aligned with Oregon’s 2013 ELP standards. Additional supports are provided for re-teaching lessons and concepts.
12 ____ Materials include developmentally and age-appropriate support for newcomers, across grade levels.	Resources provide accommodations for newcomers with limited to advanced literacy skills. Texts are developmentally and age appropriate, address different grade levels address limited to advanced literacy skills.
13 ____ A clear research plan is provided that details how the efficacy of materials in teaching English to English Learners of different levels of English proficiency will be assessed and improved over time.	Revisions are based on qualitative and quantitative evidence of actual use/results with ELL from P-K to 12 and varying English proficiency levels.
14 ____ An array of instructional supports are provided and appropriate to the intended tasks.	These include sensory support,(to access meaning via visual and other senses) graphic supports, metacognitive strategies, and interactive supports (e.g., technology, collaboration, native language supports.)

