

**Criteria for the Adoption of Basal Instructional Materials for Category 2: Secondary
Second Languages (World Languages)**

Note: Languages may include *Spanish, French, German, Japanese, Sign Language, Mandarin Chinese, Russian, or Italian.*

*Category 2-Grades 7-12

Contract Years 2011 – 2017

I. LEGAL REQUIREMENTS SECTION

A. BASAL INSTRUCTIONAL MATERIALS CRITERIA

Submitted Materials must be organized systems of instruction that:

- Align with the Oregon Content Standards in Second Languages (World Languages)
- Align with the Oregon Essential Skills of Reading, Writing, and Speaking

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 regardless of race, color, creed, national origin, age, gender, or disability.

AND

- Avoid stereotyping

Does the program meet the above requirements for equity?

_____ Yes

_____ No

C. National Instructional Materials Accessibility Standard (NIMAS)

Submitted Materials Must:

- Have 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

10	Exceeds the criteria
9	
8	Adheres to the criteria
7	
6	Sometimes adheres to the criteria
5	
4	Occasionally adheres to the criteria
3	
2	Rarely adheres to the criteria
1	

Category 2 – Secondary Second Languages (World Languages)

II. EVALUATIVE CRITERIA SECTION

Instructional Material:

- ___ 1. Provides instructional strategies and instructional support materials to ensure that students have the opportunity to acquire the knowledge and skills necessary to achieve Oregon State Essentials Skills and the Core Academic Content Standards for Second Languages (World Languages).
- ___ 2. Provides materials designed for use in planning and implementation of differentiated instruction addressing multiple learning styles and the needs of struggling students.
- ___ 3. Incorporates a variety of realia (e.g. objects or activities used to relate classroom teaching to relevant instructional strategies and varied forms of assessment.)
- ___ 4. Provides activities that progress logically and realistically from input through instruction to language production, integrated practice and language expansion.
- ___ 5. Provides examples of age-appropriate activities and tasks that integrate themes/functions in ways that mirror real-life situations.
- ___ 6. Vocabulary is presented in context, is accessible, introduced, re-enforced and continuously reviewed throughout the material.
- ___ 7. Reinforces appropriate language arts skills as well as integrates skills and concepts from other content areas.
- ___ 8. Provides examples of formative and summative assessments that are aligned with instructional materials and strategies in (1) speaking, (2) reading, (3) listening and (4) writing.
- ___ 9. Identifies a variety of high quality non-print media and technologies to support instruction.
- ___ 10. Provides comprehensive meaningful materials for language practice outside the classroom.
- ___ 11. Promotes the diversity of distinct cultures and individuals that share the target language including but not limited to dialects and idioms.
- ___ 12. Are visually focused and uncluttered with clearly defined lesson objectives and formatted for efficient student and teacher use.
- ___ 13. Provides supports including materials specifically designed for use by student and teachers to implement the program.
- ___ 14. Provides relevant applications for students to relate language and understandings of cultural connections to the world around them and to build awareness in life, home, school, and careers.