

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 3 – Language for Native/Heritage Speakers

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 English Language Learners in mastering a language.
- ___ 3. Emphasizes clear, explicit instructions to students, teacher-modeling while “thinking aloud” about strategies, skill practice, appropriate pacing of lessons, guided practice in application of new skills, checks for understanding of new skills, explicit teaching of comprehension skills and allows for independent student use.
- ___ 4. Includes material in English that focuses on aspects of learning, as well as target language materials that provide opportunities to practice correct forms and functions in the target language including meaningful materials for language practice outside the classroom.
- ___ 5. Incorporates a variety of realia including non-print media and technology. (e.g. objects or activities used to relate classroom teaching to relevant instructional strategies.)
- ___ 6. Provides activities that progress logically and realistically from input through instruction, language production and expansion, and incorporates increasingly complex practice into lessons, increasing rigor at each successive grade.
- ___ 7. Provides examples of age-appropriate activities and tasks that integrate themes/functions in ways that mirror real-life situations.
- ___ 8. Provides multiple instructional strategies and activities for explicitly teaching vocabulary acquisition, including using contextual clues to learn new words, root words, and prefixes/suffixes (native language specific). Vocabulary is presented in context, is accessible, introduced, re-enforced and continuously reviewed.
- ___ 9. Reinforces appropriate language skills and integrates skills and concepts from other content areas.
- ___ 10. Provides examples of formative and summative assessments that are aligned with instructional strategies in (1) speaking, (2) reading, (3) listening and (4) writing.
- ___ 11. Promotes the diversity of distinct cultures and individuals that share the target language including but not limited to regionalisms.
- ___ 12. Provides instructional support for the development of academic language (the more difficult, abstract, technical concepts and vocabulary used in texts and tests) and the practice of academic language through listening, reading, writing, and speaking (via presentations, guided discussions, or communicative activities).
- ___ 13. Provides instructional support for the writing process, writing strategies and applications that progress in breadth, depth, and sophistication.
- ___ 14. Provides writing and speaking activities (e.g., discussing/responding to open-ended prompts, tracing cause and effect relationships, comparing real life situations, dramatizing, simulating, or using themes) for students to make connections across reading selections, contemporary and classical culture, and/or their personal experiences.
- ___ 15. 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.