

SECTION I: Alignment to the 2020 Oregon World Languages Standards

KEY Criterion 1-10: Communication

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

1. Materials provide learners with strategies to help them become proficient listeners, speakers, readers, and writers of the target language.

Examples for Criterion 1:
[Click or tap here to enter text.](#)

2. Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical.

Examples for Criterion 2:
[Click or tap here to enter text.](#)

3. The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable.

Examples for Criterion 3:
[Click or tap here to enter text.](#)

4. The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive.

Examples for Criterion 4:
[Click or tap here to enter text.](#)

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5. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.

Examples for Criterion 5:
[Click or tap here to enter text.](#)

6. There is a balance between listening, speaking, reading, and writing across the three modes.
(Interpretive/Interpersonal/Presentational).

Examples for Criterion 6:
[Click or tap here to enter text.](#)

7. There is ample text and audio comprehensible input about relevant and engaging themes and a variety of meaningful activities that provide opportunities for individual, paired and cooperative learning activities.

Examples for Criterion 7:
[Click or tap here to enter text.](#)

8. Activities are appropriate for age level and proficiency level.

Examples for Criterion 8:
[Click or tap here to enter text.](#)

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9. Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom.

Examples for Criterion 9:
[Click or tap here to enter text.](#)

10. Materials require students to do more than rote memorization and recall.

Examples for Criterion 10:
[Click or tap here to enter text.](#)

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KEY Criterion 11-17: Culture

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

11. There is a wide variety of authentic, culturally sensitive, and non-stereotypical current visual images of the target culture(s).

Examples for Criterion 11:
[Click or tap here to enter text.](#)

12. There is a broad and diverse representation of countries presented. If the target language is spoken in one country, regional cultural differences in dialect and idiom are represented.

Examples for Criterion 12:
[Click or tap here to enter text.](#)

13. Cultural information is interesting, relevant, and age- and proficiency-level appropriate.

Examples for Criterion 13:
[Click or tap here to enter text.](#)

14. Materials explore the diversity of distinct cultures and individuals that share the target language (including, but not limited to dialect and idioms).

Examples for Criterion 14:
[Click or tap here to enter text.](#)

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15. Materials promote learners' reflection of their own culture.

Examples for Criterion 15:
[Click or tap here to enter text.](#)

16. Connections are made between the target cultural practices and perspectives.

Examples for Criterion 16:
[Click or tap here to enter text.](#)

17. Activities are appropriate for age level and proficiency level.

Examples for Criterion 17:
[Click or tap here to enter text.](#)

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KEY Criterion 18-19: Connections

18. The materials provide opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.

Examples for Criterion 18:
Click or tap here to enter text.

19. Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.

Examples for Criterion 19:
Click or tap here to enter text.

KEY Criterion 20-22: Comparisons

20. Students are asked to compare and contrast the linguistic and cultural similarities and differences between the products, practices, and perspectives of own culture and those of the target culture.

Examples for Criterion 20:
Click or tap here to enter text.

21. Students are asked to look at their own language and compare it linguistically to the target language.

Examples for Criterion 21:
Click or tap here to enter text.

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

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22. Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.

KEY Criterion 23-25: Communities

23. The materials provide opportunities for students to engage in collaborative activities in local and global communities.

24. The materials provide information about how students can use the target language for enjoyment, enrichment, and advancement in the future and beyond the school experience.

25. Students learn about individual role models who use the target language in their lives.

Examples for Criterion 22:
[Click or tap here to enter text.](#)

Examples for Criterion 23:
[Click or tap here to enter text.](#)

Examples for Criterion 24:
[Click or tap here to enter text.](#)

Examples for Criterion 25:
[Click or tap here to enter text.](#)

SECTION II & III: Instructional Supports and Monitoring Student Progress
Key Criteria

Rate each indicator in Section II, III, IV, & V according to whether it is met, partially met, or not met. Award points for each indicator as shown.

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

II - INDICATORS OF QUALITY: Differentiated Instruction

26. Materials facilitate the planning and implementation of differentiated instruction addressing the needs of identified students. (Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED), and Alternative Education students.)

Click or tap here to enter text.

III - INDICATORS OF QUALITY: Instructional Materials

27. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.

Click or tap here to enter text.

28. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening.

Click or tap here to enter text.

29. Language/pictures/graphics/media in the curricular materials are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative.

- Language includes protected classes and historically underserved populations.
- Materials provide opportunities to see diverse cultures in non-stereotypical roles.
- Materials make connections to diverse micro-communities (religious, economical, geographical, etc.)

Click or tap here to enter text.

30. Materials provide appropriate, ample educational opportunities for students to apply, practice, and master each standard.

Click or tap here to enter text.

31. Instructional materials are presented in a teacher-friendly format that is accessible and practical for classroom use by teachers of diverse backgrounds, knowledge, and skill.

Click or tap here to enter text.

IV - INDICATORS OF QUALITY: Assessment and Measuring Progress

32. Student assessment is aligned with Oregon’s adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.

Click or tap here to enter text.

33. Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for:

- Planning/instruction
- Providing ongoing feedback to students
- Sharing to guardian/parents
- Sharing to classrooms, schools/districts

Click or tap here to enter text.

34. Materials assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED) students, Heritage Speakers, and/or Alternative Education Students).

Click or tap here to enter text.

SECTION II & III: Instructional Supports and Monitoring Student Progress
Key Criteria

Rate each indicator in Section II, III, IV, & V according to whether it is met, partially met, or not met. Award points for each indicator as shown.

35. Assessment materials provide multiple opportunities and formats within each unit (e.g., interpersonal, presentational, interpretive, integrated performance) for students to demonstrate skills, content knowledge, and receive feedback.	Click or tap here to enter text.
Total (points possible)	

SECTION II: Instructional Supports
Supporting Criteria

Rate each indicator in Section II according to whether it is met, partially met, or not met. Award points for each indicator as shown.

II - INDICATORS OF QUALITY: Student Engagement	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
36. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences.	Click or tap here to enter text.
37. Materials provide opportunities for students to personalize, internalize, and take ownership of their learning.	
38. Materials provide opportunities for students to personalize, internalize, and take ownership of their learning.	
39. Materials provide guidance for teachers to support culturally responsive/relevant learning activities that address: <ul style="list-style-type: none"> ● Diverse cultures with various linguistic backgrounds ● Different learning styles and a range of interests ● Students with special needs 	
III - INDICATORS OF QUALITY: Differentiated Instruction	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
40. Materials provide varied Depth of Knowledge (D.O.K.) activities.	Click or tap here to enter text.
41. Materials provide a social-emotional learning connection.	
42. Materials provide multiple tiers of access to proficiency-level content. (MTSS: Multi-Tiered Systems of Support)	
43. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	
44. Materials provide access for core instruction, intensification, and acceleration, including targeted remediation with proficiency-level content.	

45. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	
IV - INDICATORS OF QUALITY: Instructional Materials	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
46. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	Click or tap here to enter text.
47. Materials have online listening activities highlighted in the student edition.	
48. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	
49. The teacher’s edition is well-organized with practical teaching suggestions at the point of need.	
50. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	
51. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.	
52. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
53. Materials refer students to additional informational resources to enhance their study of language and culture.	
54. Materials allow for stakeholder engagement, inviting participation from parents/community.	
55. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	
56. Culturally-responsive language reflects current events and changes in cultural perspectives.	
57. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.	
58. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).	
59. Materials allow for ongoing and embedded professional development.	
60. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	
61. Materials provide direct access to equitable resources through various forms of technology available in multiple languages: <ul style="list-style-type: none"> ● Speech to text ● Text to speech ● Audio books 	

<ul style="list-style-type: none"> Digital copies 	
IV - INDICATORS OF QUALITY: Instructional Materials	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
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76. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	

<p>77. Materials provide direct access to equitable resources through various forms of technology available in multiple languages:</p> <ul style="list-style-type: none"> ● Speech to text ● Text to speech ● Audio books ● Digital copies 		
<p>IV - INDICATORS OF QUALITY: Assessment and Measuring Progress</p>	<p>EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)</p>	
<p>78. Materials use a balanced approach to assessment (formative, summative, peer, self, etc.) that measure student progress toward proficiency outcomes.</p>		
<p>79. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p>		
<p>80. Assessment options include selected/constructed/extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</p>		
<p>81. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</p>		
<p>82. Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments.</p>		
<p>83. Assessment materials provide teachers with a range of data to inform instruction that can interface with common learning management systems/electronic gradebook platforms (e.g.: Canvas, Schoology, Google Classroom.)</p>		
<p>84. Materials provide online assessments aligned to ACTFL and Oregon State Standards and offer a variety of assessment options.</p>		
<p>85. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p>		
<p style="text-align: right;">Total (points possible)</p>		