

SECTION I: Alignment to the 2020 Oregon World Languages Standards

KEY Criterion 1-7: Communication

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

1. Communication strategies, such as circumlocution, making and verifying hypotheses and making inferences, are presented and practiced.

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

2. Students are introduced to grammatical structures that are presented in a clear, deductive and logical way.

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

3. Students are introduced to manageable amount of essential, functional, thematic, authentic and practical vocabulary with spiraling and scaffolding presentations that build in a perpetual review of vocabulary.

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

4. Activities include interpretive, interpersonal and presentational modes with a balance among listening, speaking, reading and writing skills that lead from controlled to transitional to communicative use of the language.

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

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

6. The activities are set in an age-appropriate context and are level-appropriate.

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

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

KEY Criterion 8-14: Culture

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

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

9. Materials present a broad range of diverse representation of countries and cultures.

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

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10. Cultural information is relevant, accurate, and explores the diversity of distinct cultures and individuals that share the target language (including but not limited to dialect and idioms).

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

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

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

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

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

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

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

KEY Criterion 14-15: Connections

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

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

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15. 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.

KEY Criterion 16-18: Comparisons

16. 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.

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

18. Students are asked to utilize higher order thinking skills of analysis, synthesis and evaluation in every chapter.

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

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

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

Examples for Criterion 18:
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KEY Criterion 19-21: Communities

EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)

19. The materials provide opportunities for students to engage in local and global communities.

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

20. 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.

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

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

Examples for Criterion 21:
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

22. 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

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

Click or tap here to enter text.

24. 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.

25. Language/pictures/graphics/media used in the text is 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 significant roles.
- Materials make connections to diverse micro-communities (religious, economical, geographical, etc.)

Click or tap here to enter text.

26. Materials provide appropriate, ample opportunities for students' application, practice, and mastery of each standard

Click or tap here to enter text.

27. 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.

IV - INDICATORS OF QUALITY: Assessment and Measuring Progress

28. 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.

29. Assessment materials provide both print and online assessments that are aligned, and editable rubrics, scoring guidelines, "I can" statements and exemplars that provide guidance for analyzing student performance to support teachers in:

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

Click or tap here to enter text.

30. 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.

| | |
|---|----------------------------------|
| 31. 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) |
|--|---|
| 32. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences. | Click or tap here to enter text. |
| 33. Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves and allow them to personalize, internalize and curate their learning to promote student agency. | |
| 34. Materials promote equitable instruction by making connections to culture, home, neighborhood, and communities, as appropriate. | |
| 35. Materials provide guidance for teachers to support learning activities that are culturally responsive relevant by addressing: <ul style="list-style-type: none"> ● Diverse cultures with significant roles ● Various linguistic and socioeconomic backgrounds ● Different learning styles ● Diverse ability representation and diverse age representation ● Diverse gender representation ● A range of interests | |
| III - INDICATORS OF QUALITY: Differentiated Instruction | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) |
| 36. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter. | Click or tap here to enter text. |
| 37. Materials provide a social-emotional learning connection | |
| 38. Materials provide access to proficiency-level content, with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support) | |

| | |
|--|---|
| 39. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content. | |
| 40. Materials provide access for core instruction, for intensification, and for acceleration, including targeted remediation with proficiency-level content. | |
| 41. 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) |
| 42. 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. |
| 43. Materials have online listening activities highlighted in the student edition. | |
| 44. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations. | |
| 45. The teacher’s edition is well- organized with practical teaching suggestions at the point of need. | |
| 46. Materials offer a digital FlexText. E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.) | |
| 47. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning. | |
| 48. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials. | |
| 49. Materials refer students to additional informational resources to enhance their study of language and culture. | |
| 50. Materials allow for stakeholder engagement, inviting participation from parents/community. | |
| 51. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families. | |

| | | |
|---|--|--|
| 52. Culturally-responsive language reflects current events and changes in cultural perspectives. | | |
| 53. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use. | | |
| 54. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). | | |
| 55. Materials allow for ongoing and embedded professional development. | | |
| 56. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research. | | |
| 57. Materials provide direct access to equitable resources through various levels of technology: <ul style="list-style-type: none"> ● Speech to text ● Text to speech ● Audio books ● Digital copies ● Interactive companion website | | |
| Total (points possible) | | |

SECTION III: Monitoring Student Progress
Supporting Criteria

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

| V - INDICATORS OF QUALITY: Assessment and Measuring Progress | EXAMPLES IN TEXT (PROVIDED BY PUBLISHER) | |
|--|--|--|
| 58. Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward proficiency level outcomes. | <p>Click or tap here to enter text.</p> | |
| 59. Assessment materials use varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures to provide teachers and students with a range of data to inform instruction at individual and classroom levels. | | |
| 60. 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.) | | |
| 61. Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student level expectations. | | |
| 62. Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank). | | |
| 63. 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). | | |
| 64. 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. | | |
| 65. Assessment materials elicit direct, observable evidence of student understanding which includes formative assessment practices. | | |
| 66. Assessment materials use varied modalities of instruction that reflect authentic experiences. | | |
| 67. Student assessment is aligned to ACTFL and Oregon standards and established proficiency-level outcomes, across the full depth, breadth, and complexity. | | |
| 68. Materials offer tools/assessments that can be easily adapted for heritage speakers. | | |
| Total (points possible) | | |