	SECTION I: Alignment to the 2020 Oregon World Languages Standards
KEY Criterion 1-11: Communication	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
1. Language functions (e.g., making and verifying hypotheses, making inferences, requesting to repeat or slow down, paraphrasing, using short answers, predicting, skimming or scanning) and cultural practices are presented and practiced.	Examples for Criterion 1: Click or tap here to enter text.
2. Materials provide learners with developmentally appropriate strategies (e.g., age and proficiency level) to help them become successful listeners, speakers, readers and writers of the language.	Examples for Criterion 2: Click or tap here to enter text.
3. Presentation of vocabulary is manageable, context-related and taught explicitly and implicitly.	Examples for Criterion 3: Click or tap here to enter text.
4. 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 4: Click or tap here to enter text.

This worksheet is based on the Oregon Adoption Criteria for World Languages (2020).

	SECTION I: Alignment to the 2020 Oregon World Languages Standards
5. There is sufficient interpersonal, interpretive, and presentational oral and written practice of the grammar and vocabulary that promotes meaningful and balanced individual, pair and group language learning.	Examples for Criterion 5: Click or tap here to enter text.
6. The form, meaning and use of the grammar component presented and practiced includes contextually appropriate examples taught both implicitly and explicitly.	Examples for Criterion 6: Click or tap here to enter text.
7. There is a balance between listening, speaking, reading, and writing activities.	Examples for Criterion 7: Click or tap here to enter text.
8. Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language.	Examples for Criterion 8: Click or tap here to enter text.

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	SECTION I: Alignment to the 2020 Oregon World Languages Standards
9. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Examples for Criterion 9: Click or tap here to enter text.
10. 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 10: Click or tap here to enter text.
11. Students are asked to do more than rote memorization and recall.	Examples for Criterion 11: Click or tap here to enter text.

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	SECTION I: Alignment to the 2020 Oregon World Languages Standards
KEY Criterion 12-20: Comparisons 12. There is a wide variety of authentic, culturally sensitive, non-stereotypical visual images of the target culture(s).	
13. Materials present a broad range and diverse representation of target language countries, ethnicities and communities (urban, rural, etc.) represented.	
14. Cultural content is accurate, current, and contextually appropriate.	
15. Cultural notes/readings are interesting, meaningful and appropriate for the age and proficiency levels of the learners.	

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	SECTION I: Alignment to the 2020 Oregon World Languages Standards
16. Connections are made between the target cultural practices and perspectives.	
17. Materials promote learners' reflection of their own culture.	
18. Activities are appropriate for age level and proficiency level.	
KEY Criterion 19-20: Connections	
19. The materials provide frequent opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.	
20. 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.	

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	SECTION I: Alignment to the 2020 Oregon World Languages Standards
KEY Criterion 21-23: Comparisons 21. Students are asked to compare their own culture with the target culture to discover similar and different cultural practices, products and perspectives using a variety of media 22. Students are asked to look at their own language and compare it linguistically to the target language. 23. Students are prompted to use higher-order thinking skills when using any of the language modalities or when presented with cultural content (e.g., analysis, synthesis, and evaluation). **KEY Criterion 24-26: Communities** 24. Suggestions are provided for opportunities to interact with members of the local target language community or for using local community resources.	

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	SECTION I: Alignment to the 2020 Oregon World Languages Standards
25. Students are given examples of ways they could use the target language in the future, beyond the school experience.	
26. Students are provided with role models and/or examples of individuals who use the target language in their lives.	

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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	
27. 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	
28. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.	Click or tap here to enter text.
29. Materials provide explicit, systematic instruction and diagnostic support in listening, reading, speaking and writing the language.	Click or tap here to enter text.
30. Language/pictures/graphics/media used in texts 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.
31. Materials provide ample listening, reading, oral and written practice for students' application and mastery of each standard.	Click or tap here to enter text.
32. 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	
33. 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.
34. Assessment materials include editable and aligned rubrics, scoring guidelines, 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.
35. The materials assess student proficiency using a variety of methods that recognize various perspectives, reflect authentic experiences in students' lives, 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, and/or Alternative Education Students).	Click or tap here to enter text.

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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.		
36. 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 on performance.	Click or tap here to enter text.	
Total (points possible)		

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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)
37. Materials offer authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences.	
38. Materials provide opportunities for students to personalize, internalize, and cultivate their learning to promote student agency.	Click or tap here to enter text.
39. Materials provide relevant examples and connections to students' lives, with practical applications to their current and future selves.	
40. Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds.	

III - INDICATORS OF QUALITY: Differentiated Instruction	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
41. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter.	
42. Materials provide a social-emotional learning connection.	
43. Materials provide age-appropriate content with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support)	Click or tap here to enter text.
44. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	
45. Materials provide access for core instruction, intensification and acceleration, including targeted remediation with proficiency-level content.	
46. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	
Total (points possible)	

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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.	
IV - INDICATORS OF QUALITY: Instructional Materials	EXAMPLES IN TEXT (PROVIDED BY PUBLISHER)
47. 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.
48. Materials have online listening activities highlighted in the student edition.	
49. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	
50. The teacher's edition is well- organized with practical teaching suggestions at the point of need.	
51. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	
52. Materials include technology supports and resources that extend and enhance learning such as games, songs, forms of art, etc.	
53. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
54. Materials refer students to additional informational resources to enhance their study of language and culture.	
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.	

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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.		
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 levels of technology: • Speech to text • Text to speech • Audio books • Digital copies • Interactive companion website		
62. Previously taught skills and strategies are intentionally reviewed, practiced and connected to new skills and knowledge in subsequent lessons.		
63. In addition to providing vocabulary and language support, materials encourage critical thinking skills.		
Total (points possible)		

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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)	
64. Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward grade level outcomes. (proficiency level outcomes/descriptors).		
65. Assessment materials use varied modalities of instruction that reflect authentic experiences.		
66. The materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level /proficiency level expectations.		
67. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.		
68. Item bank must include selected response, constructed 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.	Click or tap here to enter text.	
69. Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options.		
70. 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, cartoons, graphs, maps, test bank) in order to correspond to multiple electronic grade book platforms.		
71. 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.)		
72. Assessment materials use varied modalities of instruction that reflect authentic experiences.		
Total (points possible)		

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