World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
The instructional materials align with the **concepts** of the World Language **standards and proficiency expectations.**	The instructional materials support **instruction and learning** for all students.	The instructional materials support **monitoring student progress.**
Communication 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. 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. 3. Presentation of vocabulary is manageable, context-related and taught explicitly and implicitly. 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. 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. 6. The form, meaning and use of the grammar component	**Student Engagement** 1. Materials offer authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences. 2. Materials provide opportunities for students to personalize, internalize, and cultivate their learning to promote student agency. 3. Materials provide relevant examples and connections to students' lives, with practical applications to their current and future selves. 4. Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds. **Differentiated Instruction** 1. 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.)	**Assessment & Measuring Progress** 1. Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity. 2. 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 3. 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). 4. Assessment materials use varied modalities of instruction that reflect authentic experiences. 5. The materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
presented and practiced includes contextually appropriate examples taught both implicitly and explicitly. 7. There is a balance between listening, speaking, reading, and writing activities. 8. Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language. 9. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles. 10. Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom. 11. Students are asked to do more than rote memorization and recall. **Culture** 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	2. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter. 3. Materials provide a social-emotional learning connection. 4. Materials provide age-appropriate content with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support) 5. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content. 6. Materials provide access for core instruction, intensification and acceleration, including targeted remediation with proficiency-level content. 7. Materials lend themselves to applying the principles of Universal Design for Learning (UDL). **Instructional Materials** 1. Materials systematically develop foundational language acquisition skills using transparent, research-based methods. 2. Materials provide explicit, systematic instruction and diagnostic support in listening, reading, speaking and writing the language. 3. 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	aligned to student grade level /proficiency level expectations. 6. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance. 7. 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. 8. Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options. 9. 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. 10. 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). 11. 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.)

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
appropriate for the age and proficiency levels of the learners. 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. **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. **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	underserved populations. ● Materials provide opportunities to see diverse cultures in significant roles. ● Materials make connections to diverse micro-communities (religious, economical, geographical, etc.) 4. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications. 5. Materials provide ample listening, reading, oral and written practice for students' application and mastery of each standard. 6. Materials have online listening activities highlighted in the student edition. 7. 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. 8. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations. 9. The teacher's edition is well- organized with practical teaching suggestions at the point of need. 10. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.) 11. Materials include technology supports and resources that	12. 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. 13. Assessment materials use varied modalities of instruction that reflect authentic experiences.

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
with cultural content (e.g., analysis, synthesis, and evaluation). **Communities** 24. Suggestions are provided for opportunities to interact with members of the local target language community or for using local community resources. 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.	extend and enhance learning such as games, songs, forms of art, etc. 12. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials. 13. Materials refer students to additional informational resources to enhance their study of language and culture. 14. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families. 15. Culturally-responsive language reflects current events and changes in cultural perspectives. 16. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use. 17. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics). 18. Materials allow for ongoing and embedded professional development. 19. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research. 20. Materials provide direct access to equitable resources through various levels of technology:	

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
	- Speech to text - Text to speech - Audio books - Digital copies - Interactive companion website 21. Previously taught skills and strategies are intentionally reviewed, practiced and connected to new skills and knowledge in subsequent lessons. 22. In addition to providing vocabulary and language support, materials encourage critical thinking skills.	

	Key Criteria (5 Cs and Other identified in Columns 2 & 3)	Supporting Criteria (all other criteria in Columns 2 & 3)
Exemplary	100% (3 or 4 KEY & 1 or 2 SUPPORTING)	
Meets Standards	≥80% 3 or 4	≥50% 1 or 2
Does not Meet Standards	<80% 3 or 4	<50% 1 or 2

	SECTION I: Alignment			
Criteria: Communication	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
Materials support effective communication in more the one language in order to function in a variety of situations and for multiple purposes.	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.	Materials present language functions, providing multiple opportunities for practice. Materials present cultural practices, providing multiple opportunities for practice.	0 1 2	
4: Meets all criteria (20 points) **3: Adheres to the criteria (16-19 points, no zeros)** **2: Sometimes adheres to the criteria (9-15 points)** **1: Occasionally adheres to the criteria (4-8 points)** **0: Does not meet the criteria (0-3 points)**	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.	Materials present learners with listening, speaking, reading, and writing strategies at point of use to help them become successful listeners, speakers, readers, and writers of the target language. Materials offer sufficient practice for learners to internalize these strategies. Activities are set in an age-appropriate context. Activities are presented at the appropriate proficiency level.	0 1 2	
	Presentation of vocabulary is manageable, context-related and taught explicitly and implicitly.	The number of vocabulary words is manageable and context related. Vocabulary is taught explicitly and implicitly.	0 1 2	
Final Comments and Suggestions for Improvement:	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.	Materials include essential, functional, thematic, authentic, and practical vocabulary and grammatical structures. Materials provide a spiraling presentation of concepts that builds in a perpetual review of vocabulary and grammar concepts. The vocabulary is academic and social.	0 1 2	
	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.	There is sufficient interpersonal oral and written practice of grammar and vocabulary. There is sufficient interpretive oral and written practice of grammar and vocabulary. There is sufficient presentational oral and written practice of grammar and vocabulary.	0 1 2	

Level 1-2 IMET

		SECTION I: Alignment		
		Grammar and vocabulary practice is offered in meaningful, balanced individual, pair and cooperative language learning opportunities.		
	The form, meaning and use of the grammar component presented and practiced includes contextually appropriate examples taught both implicitly and explicitly.	When addressing form, meaning and use of the grammar component materials include contextually appropriate examples taught both implicitly and explicitly. Grammar is presented clearly, in a logical way and is easy to understand. There is sufficient oral and written practice of the grammar concepts that lead from controlled to meaningful to communicative use of the language.	0 1 2	
	There is a balance between listening, speaking, reading, and writing activities.	Materials provide a balance between listening, speaking, reading and writing. Activities offer the opportunity to practice listening, speaking, reading and writing skills.	0 1 2	
	Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language.	Materials provided are comprehensible, realistic and current. Materials include oral and written sources by speakers of the target language for speakers of the target language.	0 1 2	
	Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Materials/activities move students from controlled to transitional to independent communication. Materials/activities support a variety of learning styles.	0 1 2	
	Students are asked to do more than rote memorization and recall.	Materials provide the opportunity to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions. Materials provide the opportunity to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using	0 1 2	

		SECTION I: Alignment		
		appropriate media and adapting to various audiences of listeners, readers, or viewers. Students are asked to utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and expectations are reasonable.		

Level 1-2 IMET

	SECTION I: Alignment			
Criteria: Culture	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
Materials provide students with the opportunity to interact with cultural competence and understanding.	There is a wide variety of authentic, culturally sensitive, non-stereotypical visual images of the target culture(s).	Materials provide a wide variety of authentic, up-to-date visual images of the target culture(s). Materials include culturally sensitive, non-stereotypical images of the target culture(s).	0 1 2	

**4: Meets all criteria
   (8 points)
3: Adheres to the criteria
   (6-7 points, no zeros)
2: Sometimes adheres to the criteria
   (4-5 points)
1: Occasionally adheres to the criteria
   (1-3 points)
0: Does not meet the criteria**
	Materials present a broad range and diverse representation of target language countries, ethnicities and communities (urban, rural, etc.) presented.	A broad range and diverse representation of countries, ethnicities and communities is presented.
		
		Cultural practices in multiple countries or regions of a single country are represented in the materials.
		
		Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
			0 1 2	

Final Comments and Suggestions for Improvement:	Cultural content is accurate, current, and contextually appropriate.	Materials present cultural context in an accurate, current and contextually appropriate manner. Cultural notes/readings are interesting, significant, and appropriate for the age level.	0 1 2	
	Connections are made between the target cultural practices and perspectives.	Materials promote the use of language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Both "Little c" and "Big C" are represented.	0 1 2	

Level 1-2 IMET

	SECTION I: Alignment			
Criteria: Connections	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
Materials support connections with other disciplines, providing the opportunity to acquire information and encounter diverse perspectives in order to use the language to function in academic and career-related situations. **4: Meets all criteria (8 points)** **3: Adheres to the criteria (6-7 points, no zeros)** **2: Sometimes adheres to the criteria (4-5 points)** **1: Occasionally adheres to the criteria (1-3 points)** **0: Does not meet the criteria** **Final Comments and Suggestions for Improvement:**	The materials provide frequent opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.	There are activities/projects in every chapter/unit that engage the students in meaningful activities that cross other disciplines such as math and science. Activities and projects foster the use their emerging language skills and help students see the connection with other disciplines.	0 1 2	
	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.	Learning and skill-based activities are relevant and integrated into appropriate cross-curricular content and concepts. Materials maximize practice opportunities. Activities build, reinforce, and expand knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	0 1 2	
	Activities are appropriate for age level and proficiency level. (Culture)	Information presented in materials is age appropriate. Activities are at the appropriate proficiency level.	0 1 2	
	Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom. (Communication)	Materials address multiple intelligences (visual, musical, and kinesthetic) to support different learning styles. Multiple intelligences are utilized to support the variety of learner types in the classroom.	0 1 2	

Level 1-2 IMET

	SECTION I: Alignment			
Criteria: Comparisons	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
Materials support the development of insight into the nature of language and culture in order to interact with cultural competence.	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.	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the culture studied and their own. Activities explore similar and different cultural practices, products, and perspectives using a variety of media.	0 1 2	
4: Meets all criteria (8 points) **3: Adheres to the criteria (6-7 points, no zeros)** **2: Sometimes adheres to the criteria (4-5 points)**	Students are asked to look at their own language and compare it linguistically to the target language.	Materials support looking at student's language and comparing it linguistically to the target language. Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	0 1 2	
1: Occasionally adheres to the criteria (1-3 points) **0: Does not meet the criteria** **Final Comments and Suggestions for Improvement:**	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).	Materials support the use of higher-order thinking skills when using any of the language modalities. Materials support the use of higher-order thinking skills when presenting cultural content.	0 1 2	
	Materials promote learners' reflection of their own culture. (Culture)	Teaching of the target culture incorporates the learners exploring their own culture.	0 1 2	

Level 1-2 IMET

	SECTION I: Alignment			
Criteria: Communities	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
Materials support communication and interaction with cultural competence in order to participate in multilingual communities at home and around the world. **4: Meets all criteria (8 points)** **3: Adheres to the criteria (6-7 points, no zeros)** **2: Sometimes adheres to the criteria (4-5 points)** **1: Occasionally adheres to the criteria (1-3 points)** **0: Does not meet the criteria** **Final Comments and Suggestions for Improvement:**	Suggestions are provided for opportunities to interact with members of the local target language community or for using local community resources.	Materials provide opportunities to use the language both within and beyond the classroom to interact and collaborate in the local target language community.	0 1 2	
	Students are given examples of ways they could use the target language in the future, beyond the school experience.	Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement. Materials provide examples of ways students can use the target language in the future beyond their school experience.	0 1 2	
	Students are provided with role models and/or examples of individuals who use the target language in their lives.	Students are provided with role models or examples of individuals who use the target languages in their lives for work, personal interest, or enjoyment.	0 1 2	
	Cultural notes/readings are interesting, meaningful and appropriate for the age and proficiency levels of the learners. (Culture)	Materials provide interesting and meaningful notes and readings. Notes and readings are at the appropriate age and proficiency levels for the learners.	0 1 2	

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	SECTION I: Alignment			
Criteria: Column 2 & Column 3	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
Materials are teacher-friendly, support planning and implementation of instruction, are culturally relevant, address equity, diversity and support student assessment.	Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds.	There are a variety of authentic, culturally sensitive, current visual images of the target culture(s).

Cultural content is accurate, current, and non-stereotypical.

A broad range of diverse representation of countries is presented. (If the target language is spoken in one country, a broad range of regional diversity is presented.) | 0 1 2 | |
| **4: Meets all criteria (12 points)**
3: Adheres to the criteria (9-11 points, no zeros)
2: Sometimes adheres to the criteria (6-8 points)
1: Occasionally adheres to the criteria (3-5 points)
0: Does not meet the criteria

Final Comments and Suggestions for Improvement: | 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.) | Teacher's edition is well organized with practical teaching suggestions at the point of need.

The program has listening activities in the pupil's edition.

The program has video that is integrated with the text.

The listening and video activities vary in style and increase in complexity.

Online activities support all types of learners.

The program has a CD-ROM that provides meaningful and interactive practice.

The program has a website.

The program suggests engaging worthwhile Internet activities. | 0 1 2 | |
| | 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 | 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.) | 0 1 2 | |

Level 1-2 IMET

		SECTION I: Alignment		
		(religious, economical, geographical, etc.)		
	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.	Materials are accessible and practical for classroom use by teachers of diverse backgrounds, knowledge and skill. The general appearance of the text and accompanying ancillaries is attractive and inviting. The chapters/units are well organized and offer easy progression.	0 1 2	
	Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.	Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth, and complexity. The testing program assesses all four skills plus culture. The testing program assesses all three modes (Interpretive, Interpersonal, Presentational) and incorporated Interculturality. The testing program offers Integrated Performance Assessments or summative assessments that focus on Performance to Proficiency vs Mastery of the language. The testing program offers native speaker exams, scantron, multiple forms of exams, and portfolio.	0 1 2	
	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	Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance. Materials support teachers in planning instruction, providing ongoing feedback to students, sharing to guardian/parent, sharing to classrooms, schools/districts. The program is easily adaptable to fit different teaching situations or schedule configurations. The teacher edition is well organized with practical teaching suggestions at the point of need. The textbook has tools/assessments for heritage speakers.	0 1 2	

Level 1-2 IMET

		SECTION I: Alignment		
		There are differentiated assessment options for students on an IEP, 504, or TAG identified.		

Level 1-2 IMET

SECTION II & III: Instructional Supports
Supporting Criteria
Rate each indicator in Section II and Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

II - INDICATORS OF QUALITY: Student Engagement & Differentiated Instruction	Does not meet	Partially meets/ Not sure	Meets	EVIDENCE
		SCORE		
Materials offer authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences.	0	1	2	
Materials provide opportunities for students to personalize, internalize and cultivate their learning to promote student agency.	0	1	2	
Materials provide relevant examples and connections to students' lives, with practical applications to their current and future selves.	0	1	2	
Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter.	0	1	2	
Materials provide a social-emotional learning connection.	0	1	2	
Materials provide age-appropriate content with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support)	0	1	2	
Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	0	1	2	
Materials provide access for core instruction, intensification and acceleration, including targeted remediation with proficiency-level content.	0	1	2	
Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	0	1	2	

Level 1-2 IMET

<table>
<tr><td colspan="4">SECTION IV: Instructional Supports
Supporting Criteria</td></tr>
<tr><td colspan="4">Rate each indicator in Section IV according to whether it is met, partially met, or not met. Award points for each indicator as shown.</td></tr>
</table>

IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
	Does not meet	**Partially meets/ Not sure**	**Meets**	
Materials systematically develop foundational language acquisition skills using transparent, research-based methods.	0	1	2	
Materials provide explicit, systematic instruction and diagnostic support in listening, reading, speaking and writing the language.	0	1	2	
Materials include current, authentic and culturally-sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	0	1	2	
Materials provide ample listening, reading, oral and written practice for students' application and mastery of each standard.	0	1	2	
Materials have online listening activities highlighted in the student edition.	0	1	2	
Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	0	1	2	
The teacher's edition is well- organized with practical teaching suggestions at the point of need.	0	1	2	
Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.	0	1	2	
Materials include technology supports and resources that extend and enhance learning such as games, songs, forms of art, etc.	0	1	2	
Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	0	1	2	
Materials refer students to additional informational resources to enhance their study of language and culture.	0	1	2	
Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	0	1	2	

Level 1-2 IMET

IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
Culturally-responsive language reflects current events and changes in cultural perspectives.	0	1	2	
Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.	0	1	2	
Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).	0	1	2	
Materials allow for ongoing and embedded professional development.	0	1	2	
The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	0	1	2	
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	0	1	2	
Previously taught skills and strategies are intentionally reviewed, practiced and connected to new skills and knowledge in subsequent lessons.	0	1	2	
In addition to providing vocabulary and language support, materials encourage critical thinking skills.	0	1	2	
Total (points possible)				

Level 1-2 IMET

<table>
<tr><td colspan="4">SECTION V: Monitoring Student Progress
Supporting Criteria</td></tr>
<tr><td colspan="4">Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.</td></tr>
</table>

V - INDICATORS OF QUALITY: Monitoring Student Progress	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
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).	0	1	2	
Assessment materials use varied modalities of instruction that reflect authentic experiences.	0	1	2	
The materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level /proficiency level expectations.	0	1	2	
Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.	0	1	2	
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.	0	1	2	
Materials provide online assessments aligned to Oregon State Standards and ACTFL Standards, offering a variety of assessment options.	0	1	2	
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.	0	1	2	
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).	0	1	2	
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.)	0	1	2	

Level 1-2 IMET

V - INDICATORS OF QUALITY: Monitoring Student Progress	SCORE Does not meet	Partially meets/ Not sure	Meets	EVIDENCE
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.	0	1	2	
Assessment materials use varied modalities of instruction that reflect authentic experiences.	0	1	2	
Total (points possible)				