

Level 3-4 IMET

World Language Content Criteria for Level 3-4	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>The instructional materials align with the concepts of the World Language standards and proficiency expectations.</p>	<p>The instructional materials support instruction and learning for all students.</p>	<p>The instructional materials support monitoring student progress.</p>
<p>Communication</p> <ol style="list-style-type: none"> 1. Materials provide learners with strategies to help them become proficient listeners, speakers, readers, and writers of the target language. 2. Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical. 3. The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable. 4. The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive. 5. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles. 6. There is a balance between listening, speaking, reading, and writing across the three modes. (Interpretive/Interpersonal/Presentational). 7. There is ample text and audio comprehensible input about relevant and engaging themes and a variety of meaningful 	<p>Student Engagement</p> <ol style="list-style-type: none"> 1. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences. 2. Materials provide opportunities for students to personalize, internalize, and take ownership of their learning. 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 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 <p>Differentiated Instruction</p> <ol style="list-style-type: none"> 1. Materials facilitate the planning and implementation of differentiated instruction addressing the needs of identified students. (Talented and Gifted (TAG), English Language 	<p>Assessment & Measuring Progress</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ● 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, summative, peer, self, etc.) that measure student progress toward proficiency outcomes. 4. Assessment materials use varied modalities of instruction that reflect authentic experiences. 5. 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.

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<p>activities that provide opportunities for individual, paired and cooperative learning activities.</p> <p>8. Activities are appropriate for age level and proficiency level.</p> <p>9. Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom.</p> <p>10. Materials require students to do more than rote memorization and recall.</p> <p>Culture</p> <p>1. There is a wide variety of authentic, culturally sensitive, and non-stereotypical current visual images of the target culture(s).</p> <p>2. 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.</p> <p>3. Cultural information is interesting, relevant, and age- and proficiency-level appropriate.</p> <p>4. Materials explore the diversity of distinct cultures and individuals that share the target language (including, but not limited to dialect and idioms).</p> <p>5. Materials promote learners’ reflection of their own culture.</p> <p>6. Connections are made between the target cultural practices and perspectives.</p>	<p>Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED), and Alternative Education students.)</p> <p>2. Materials provide varied Depth of Knowledge (D.O.K.) activities.</p> <p>3. Materials provide a social-emotional learning connection.</p> <p>4. Materials provide multiple tiers of access to proficiency-level content. (MTSS: Multi-Tiered Systems of Support)</p> <p>5. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.</p> <p>6. Materials provide access for core instruction, intensification, and acceleration, including targeted remediation with proficiency-level content.</p> <p>7. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).</p> <p>Instructional Materials</p> <p>1. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.</p> <p>2. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening.</p> <p>3. Language/pictures/graphics/media in the curricular materials are active in the pursuit of equity outcomes, framed in the</p>	<p>6. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</p> <p>7. Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments.</p> <p>8. 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).</p> <p>9. 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>10. 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.</p> <p>11. Materials provide online assessments aligned to ACTFL and Oregon State Standards and offer a variety of assessment options.</p> <p>12. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p>

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<p>World Language Content Criteria for Level 3-4</p>	<p>Student Engagement, Differentiation, and Instructional Materials</p>	<p>Assessment and Measuring Progress</p>
<p>7. Activities are appropriate for age level and proficiency level.</p> <p>Connections</p> <p>1. The materials provide opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.</p> <p>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.</p> <p>Comparisons</p> <p>1. 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.</p> <p>2. Students are asked to look at their own language and compare it linguistically to the target language.</p> <p>3. Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.</p> <p>Communities</p> <p>1. The materials provide opportunities for students to engage in collaborative activities in local and global communities.</p> <p>2. The materials provide information about how students can use the target language for enjoyment, enrichment, and</p>	<p>positive, not just the absence of negative.</p> <ul style="list-style-type: none"> ● 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.) <p>4. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.</p> <p>5. Materials provide appropriate, ample educational opportunities for students to apply, practice, and master each standard.</p> <p>6. Materials have online listening activities highlighted in the student edition.</p> <p>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.</p> <p>8. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.</p> <p>9. The teacher’s edition is well-organized with practical teaching suggestions at the point of need.</p> <p>10. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the</p>	

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World Language Content Criteria for Level 3-4	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>advancement in the future and beyond the school experience.</p> <p>3. Students learn about individual role models who use the target language in their lives.</p>	<p>most current version.)</p> <p>11. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.</p> <p>12. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.</p> <p>13. Materials refer students to additional informational resources to enhance their study of language and culture.</p> <p>14. Materials allow for stakeholder engagement, inviting participation from parents/community.</p> <p>15. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.</p> <p>16. Culturally-responsive language reflects current events and changes in cultural perspectives.</p> <p>17. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.</p> <p>18. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</p> <p>19. Materials allow for ongoing and embedded professional development.</p> <p>20. The format and structure of the materials reflect a sequence</p>	

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World Language Content Criteria for Level 3-4	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
	<p>of logical skills and/or concept development consistent with language acquisition research.</p> <p>21. 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 	

	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

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SECTION I: Alignment				
Criteria: Communication	Quality Indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Materials support effective communication in more the one language in order to function in a variety of situations and for multiple purposes.</p> <p>4: Meets all criteria (18 points) 3: Adheres to the criteria (14-17 points, no zeros) 2: Sometimes adheres to the criteria (9-13 points) 1: Occasionally adheres to the criteria (4-8 points) 0: Does not meet the criteria (0-3 points)</p> <p>Final Comments and Suggestions for Improvement:</p>	Materials provide learners with strategies to help them become proficient listeners, speakers, readers, and writers of the target language.	<p>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.</p> <p>Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>Materials offer sufficient practice for learners to internalize these strategies.</p> <p>Activities are set in an age-appropriate context.</p> <p>Activities are level appropriate.</p>	0 1 2	
	Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical.	<p>Materials introduce essential vocabulary in ways that are functional, thematic, authentic, and practical.</p> <p>Materials introduce essential grammatical structures in ways that are functional, thematic, authentic, and practical.</p>	0 1 2	
	The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable.	<p>The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable and context related.</p> <p>Vocabulary is taught explicitly and implicitly.</p>	0 1 2	
	The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive.	<p>Materials include essential, functional, thematic, authentic, and practical vocabulary and grammatical structures.</p> <p>Materials provide a spiraling presentation of concepts that builds in a logically sequenced, perpetual review of vocabulary and grammar concepts.</p> <p>The vocabulary is academic and social.</p>	0 1 2	

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SECTION I: Alignment				
	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	
	There is a balance between listening, speaking, reading, and writing across the three modes. (Interpretive/Interpersonal/Presentational).	Materials provide a balance between listening, speaking, reading and writing across the three modes. Activities offer the opportunity to practice listening, speaking, reading and writing skills.	0 1 2	
	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.	Materials provide ample text and audio comprehensible input about relevant and engaging themes. Materials provide a variety of activities that offer meaningful, balanced individual, pair and cooperative language learning opportunities.	0 1 2	
	Activities are appropriate for age level and proficiency level.	Activities are set in an age-appropriate context. Activities are presented at the appropriate proficiency level.	0 1 2	
	Materials require students 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 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.	0 1 2	

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SECTION I: Alignment				
Criteria: Culture	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Materials provide students with the opportunity to interact with cultural competence and understanding.</p> <p>4: Meets all criteria (8 points) 3: Adheres to the criteria (7 points, no zeros) 2: Sometimes adheres to the criteria (3-6 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>There is a wide variety of authentic, culturally sensitive, non-stereotypical visual images of the target culture(s).</p>	<p>Materials provide a wide variety of authentic, up-to-date visual images of the target culture(s).</p> <p>Materials include culturally sensitive, non-stereotypical images of the target culture(s).</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>A broad range and diverse representation of countries, ethnicities and communities is presented.</p> <p>Cultural practices in multiple countries or regions of a single country are represented in the materials.</p> <p>Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>	<p>0 1 2</p>	
	<p>Materials explore the diversity of distinct cultures and individuals that share the target language (including, but not limited to dialect and idioms).</p>	<p>Materials explore the diversity of distinct cultures and individuals that share the target language.</p> <p>Materials present cultural context in an accurate, current and contextually appropriate manner.</p> <p>Cultural notes/readings are interesting, significant, and appropriate for the age level.</p>	<p>0 1 2</p>	
	<p>Connections are made between the target cultural practices and perspectives.</p>	<p>Materials promote the use of language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>Both "Little c" and "Big C" are represented.</p>	<p>0 1 2</p>	

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SECTION I: Alignment				
Criteria: Connections	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>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.</p> <p>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</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>The materials provide opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.</p>	<p>There are activities/projects in every chapter/unit that engage the students in meaningful activities that cross other disciplines such as math and science.</p> <p>Activities and projects foster the use their emerging language skills and help students see the connection with other disciplines.</p>	0 1 2	
	<p>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.</p>	<p>Learning and skill-based activities are relevant and integrated into appropriate cross-curricular content and concepts.</p> <p>Materials maximize practice opportunities.</p> <p>Activities build, reinforce, and expand knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p>	0 1 2	
	<p>Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom. (Communication)</p>	<p>Materials address multiple intelligences (visual, musical, and kinesthetic) to support different learning styles.</p> <p>Multiple intelligences are utilized to support the variety of learner types in the classroom.</p>	0 1 2	
	<p>Activities are appropriate for age level and proficiency level.</p>	<p>Information presented in materials is age appropriate.</p> <p>Activities are at the appropriate proficiency level.</p>	0 1 2	

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SECTION I: Alignment				
Criteria: Comparisons	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Materials support the development of insight into the nature of language and culture in order to interact with cultural competence.</p> <p>4: Meets all criteria (8 points) 3: Adheres to the criteria (7 points, no zeros) 2: Sometimes adheres to the criteria (3-6 points) 1: Occasionally adheres to the criteria (1-2 points) 0: Does not meet the criteria</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>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.</p>	<p>Activities allow students to compare and contrast the linguistic and cultural similarities and differences between the products, practices, and perspectives of their own culture and those of the target culture.</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the culture studied and their own.</p>	0 1 2	
	<p>Students are asked to look at their own language and compare it linguistically to the target language.</p>	<p>Materials support looking at student’s language and comparing it linguistically to the target language.</p> <p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p>	0 1 2	
	<p>Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.</p>	<p>Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.</p> <p>Materials support the use of higher-order thinking skills when using any of the language modalities.</p> <p>Materials support the use of higher-order thinking skills when presenting cultural content.</p>	0 1 2	
	<p>Materials promote learners’ reflection of their own culture. (Culture)</p>	<p>Teaching of the target culture incorporates the learners exploring their own culture.</p>	0 1 2	

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SECTION I: Alignment				
Criteria: Communities	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Materials support communication and interaction with cultural competence in order to participate in multilingual communities at home and around the world.</p> <p>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</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>The materials provide opportunities for students to engage in collaborative activities in local and global communities.</p>	<p>Materials provide opportunities to use the language both within and beyond the classroom to interact and collaborate in local and global communities.</p>	<p>0 1 2</p>	
	<p>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.</p>	<p>Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p> <p>Materials provide examples of ways students can use the target language in the future beyond their school experience.</p>	<p>0 1 2</p>	
	<p>Students learn about individual role models who use the target language in their lives.</p>	<p>Students are provided with role models or examples of individuals who use the target language in their lives for work, personal interest, or enjoyment.</p>	<p>0 1 2</p>	
	<p>Cultural information is interesting, relevant, and age- and proficiency-level appropriate.</p>	<p>Materials provide interesting and relevant notes and readings.</p> <p>Notes and readings are at the appropriate age and proficiency levels for the learners.</p>	<p>0 1 2</p>	

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SECTION I: Alignment				
Criteria: Column 2 & Column 3	Quality indicators	How to Find the Evidence	Rating	Specific Evidence from Materials
<p>Materials are teacher-friendly, support planning and implementation of instruction, are culturally responsive, address equity, diversity and support student assessment.</p> <p>4: Meets all criteria (12 points) 3: Adheres to the criteria (10-11 points, no zeros) 2: Sometimes adheres to the criteria (6-9 points) 1: Occasionally adheres to the criteria (2-5 points) 0: Does not meet the criteria (0-1 point)</p> <p>Final Comments and Suggestions for Improvement:</p>	<p>Materials provide guidance for teachers to support culturally responsive/relevant learning activities that address:</p> <ul style="list-style-type: none"> • Diverse cultures with various linguistic backgrounds • Different learning styles and a range of interests • Students with special needs 	<p>Materials provide guidance for teachers to support culturally responsive/relevant learning activities that address:</p> <ul style="list-style-type: none"> • Diverse cultures with various linguistic backgrounds • Different learning styles and a range of interests • Students with special needs <p>There are a variety of authentic, culturally sensitive, current visual images of the target culture(s).</p> <p>Cultural content is accurate, current, and non-stereotypical.</p> <p>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.)</p>	0 1 2	
	<p>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.)</p>	<p>Teacher’s edition is well organized with practical teaching suggestions at the point of need.</p> <p>The program has listening activities in the pupil’s edition.</p> <p>The program has video that is integrated with the text.</p> <p>The listening and video activities vary in style and increase in complexity.</p> <p>Online activities support all types of learners.</p> <p>The program has a CD-ROM that provides meaningful and interactive practice.</p> <p>The program has a website.</p> <p>The program suggests engaging worthwhile Internet activities.</p>	0 1 2	

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SECTION I: Alignment				
	<p>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.</p> <ul style="list-style-type: none"> • 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.) 	<p>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.</p> <p>Language includes protected classes and historically underserved populations.</p> <p>Materials provide opportunities to see diverse cultures in significant roles.</p> <p>Materials make connections to diverse micro-communities (religious, economical, geographical, etc.)</p>	0 1 2	
	<p>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.</p>	<p>Materials are accessible and practical for classroom use by teachers of diverse backgrounds, knowledge and skill.</p> <p>The general appearance of the text and accompanying ancillaries is attractive and inviting.</p> <p>The chapters/units are well organized and offer easy progression.</p>	0 1 2	
	<p>Student assessment is aligned with Oregon’s adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.</p>	<p>Student assessment is aligned with Oregon’s adopted state content standards and established proficiency-level outcomes, across the full depth, breadth, and complexity.</p> <p>The testing program assesses all four skills plus culture.</p> <p>The testing program assesses all three modes (Interpretive, Interpersonal, Presentational) and incorporated Interculturality.</p> <p>The testing program offers Integrated Performance Assessments or summative assessments that focus on Performance to Proficiency vs Mastery of the language.</p>	0 1 2	

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SECTION I: Alignment				
		The testing program offers native speaker exams, scantron, multiple forms of exams, and portfolio.		
	<p>Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for:</p> <ul style="list-style-type: none"> • Planning instruction • Providing ongoing feedback to students • Sharing to guardian/parents • Sharing to classrooms, schools/districts 	<p>Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance.</p> <p>Materials support teachers in planning instruction, providing ongoing feedback to students, sharing to guardian/parent, sharing to classrooms, schools/districts.</p> <p>The program is easily adaptable to fit different teaching situations or schedule configurations.</p> <p>The teacher edition is well organized with practical teaching suggestions at the point of need.</p> <p>The textbook has tools/assessments for heritage speakers.</p> <p>There are differentiated assessment options for students on an IEP, 504, or TAG identified.</p>	0 1 2	

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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	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences.	0	1	2	
Materials provide opportunities for students to personalize, internalize and take ownership of their learning.	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.	0	1	2	
Materials provide a social-emotional learning connection.	0	1	2	
Materials provide multiple tiers of access to proficiency-level content. (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	
Total (points possible)				

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SECTION IV: Instructional Supports
Supporting Criteria

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

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 vocabulary, grammar, communication, culture, reading, writing, speaking and listening.	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 appropriate, ample educational opportunities for students to apply, practice, and master 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 allow digital and print materials to extend and enhance learning.	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 allow for stakeholder engagement, inviting participation from parents/community.	0	1	2	

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IV - INDICATORS OF QUALITY: Extensions & Educator Supports	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	0	1	2	
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 forms of technology available in multiple languages: <ul style="list-style-type: none"> • Speech to text • Text to speech • Audio books • Digital copies 	0	1	2	
Total (points possible)				

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SECTION V: 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: Monitoring Student Progress	SCORE			EVIDENCE
	Does not meet	Partially meets/ Not sure	Meets	
Materials use a balanced approach to assessment (formative, summative, peer, self, etc.) that measure student progress toward proficiency outcomes.	0	1	2	
Assessment materials use varied modalities of instruction that reflect authentic experiences.	0	1	2	
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.	0	1	2	
Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.	0	1	2	
Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments.	0	1	2	
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, 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	
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.	0	1	2	
Materials provide online assessments aligned to Oregon State Standards and ACTFL Standards and offer a variety of assessment options.	0	1	2	

Level 3-4 IMET

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