

# Level 1-2 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>The instructional materials align with the <b>concepts</b> of the World Language <b>standards and proficiency expectations</b>.</p>	<p>The instructional materials support <b>instruction and learning</b> for all students.</p>	<p>The instructional materials support <b>monitoring student progress</b>.</p>
<p><b>Communication</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. Presentation of vocabulary is manageable, context-related and taught explicitly and implicitly.</li> <li>4. Students are introduced to manageable amount of essential, functional, thematic, authentic and practical vocabulary with spiraling and</li> </ol>	<p><b>Student Engagement</b></p> <ol style="list-style-type: none"> <li>1. Materials offer authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences.</li> <li>2. Materials provide opportunities for students to personalize, internalize and cultivate their learning to promote student agency.</li> <li>3. Materials provide relevant examples and connections to students' lives, with practical applications to their current and future selves.</li> <li>4. Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds.</li> </ol> <p><b>Differentiated Instruction</b></p> <ol style="list-style-type: none"> <li>1. Materials facilitate the planning and</li> </ol>	<p><b>Assessment &amp; Measuring Progress</b></p> <ol style="list-style-type: none"> <li>1. Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.</li> <li>2. Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in: <ul style="list-style-type: none"> <li>● Planning instruction</li> <li>● Providing ongoing feedback to students</li> <li>● Sharing to guardian/parents</li> <li>● Sharing to classrooms, schools/districts</li> </ul> </li> <li>3. Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward grade</li> </ol>

# Level 1-2 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>scaffolding presentations that build in a perpetual review of vocabulary.</p> <p>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.</p> <p>6. The form, meaning and use of the grammar component presented and practiced includes contextually appropriate examples taught both implicitly and explicitly.</p> <p>7. There is a balance between listening, speaking, reading, and writing activities.</p> <p>8. Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language.</p> <p>9. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.</p> <p>10. 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>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>2. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter.</p> <p>3. Materials provide a social-emotional learning connection.</p> <p>4. Materials provide age-appropriate content with multiple tiers of access. (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><b>Instructional Materials</b></p>	<p>level outcomes. (proficiency level outcomes/descriptors).</p> <p>4. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p> <p>5. The materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level /proficiency level expectations.</p> <p>6. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</p> <p>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.</p> <p>8. Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options.</p> <p>9. Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify</p>

# Level 1-2 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>11. Students are asked to do more than rote memorization and recall.</p> <p><b>Culture</b></p> <p>1. There is a wide variety of authentic, culturally sensitive, non-stereotypical visual images of the target culture(s).</p> <p>2. Materials present a broad range and diverse representation of target language countries, ethnicities and communities (urban, rural, etc.) presented.</p> <p>3. Cultural content is accurate, current, and contextually appropriate.</p> <p>4. Cultural notes/readings are interesting, meaningful and appropriate for the age and proficiency levels of the learners.</p> <p>5. Connections are made between the target cultural practices and perspectives.</p> <p>6. Materials promote learners' reflection of their own culture.</p> <p>7. Activities are appropriate for age level and proficiency level.</p> <p><b>Connections</b></p>	<p>1. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.</p> <p>2. Materials provide explicit, systematic instruction and diagnostic support in listening, reading, speaking and writing the language.</p> <p>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.</p> <ul style="list-style-type: none"> <li>● Language includes protected classes and historically underserved populations.</li> <li>● Materials provide opportunities to see diverse cultures in significant roles.</li> <li>● Materials make connections to diverse micro-communities (religious, economical, geographical, etc.)</li> </ul> <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>assessments (e.g., readings, labs, rubrics, primary source documents, cartoons, graphs, maps, test bank) in order to correspond to multiple electronic grade book platforms.</p> <p>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).</p> <p>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.)</p> <p>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.</p>

# Level 1-2 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>1. The materials provide frequent 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><b>Comparisons</b></p> <p>1. 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.</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 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).</p> <p><b>Communities</b></p> <p>1. Suggestions are provided for</p>	<p>5. Materials provide ample listening, reading, oral and written practice for students' application and mastery of 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 most current version.)</p> <p>11. Materials include technology supports and resources that extend and enhance learning such as games, songs, forms of art, etc.</p>	<p>13. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p>

# Level 1-2 Oregon World Languages Adoption Criteria

World Language Content Criteria for Level 1-2	Student Engagement, Differentiation, and Instructional Materials	Assessment and Measuring Progress
<p>opportunities to interact with members of the local target language community or for using local community resources.</p> <p>2. Students are given examples of ways they could use the target language in the future, beyond the school experience.</p> <p>3. Students are provided with role models and/or examples of individuals who use the target language in their lives.</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 contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.</p> <p>15. Culturally-responsive language reflects current events and changes in cultural perspectives.</p> <p>16. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.</p> <p>17. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</p> <p>18. Materials allow for ongoing and embedded professional development.</p> <p>19. The format and structure of the materials reflect a sequence of logical skills and/or concept development</p>	

# Level 1-2 Oregon World Languages Adoption Criteria

<b>World Language Content Criteria for Level 1-2</b>	<b>Student Engagement, Differentiation, and Instructional Materials</b>	<b>Assessment and Measuring Progress</b>
	<p>consistent with language acquisition research.</p> <p>20. Materials provide direct access to equitable resources through various levels of technology:</p> <ul style="list-style-type: none"><li>● Speech to text</li><li>● Text to speech</li><li>● Audio books</li><li>● Digital copies</li><li>● Interactive companion website</li></ul> <p>21. Previously taught skills and strategies are intentionally reviewed, practiced and connected to new skills and knowledge in subsequent lessons.</p> <p>22. In addition to providing vocabulary and language support, materials encourage critical thinking skills.</p>	