

# Level 5+ Oregon World Languages Adoption Criteria

<b>World Language Content Criteria for Level 5+</b>	<b>Student Engagement, Differentiation, and Instructional Materials</b>	<b>Assessment and Measuring Progress</b>
<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. Communication strategies, such as circumlocution, making and verifying hypotheses and making inferences, are presented and practiced.</li> <li>2. Students are introduced to grammatical structures that are presented in a clear, deductive and logical way.</li> <li>3. Students are introduced to manageable amount of essential, functional, thematic, authentic and practical vocabulary with spiraling and scaffolding presentations that build in a perpetual review of vocabulary.</li> <li>4. Activities include interpretive, interpersonal and presentational modes with a balance among listening, speaking, reading and writing skills that lead from controlled to transitional to communicative use of the language.</li> </ol>	<p><b>Student Engagement</b></p> <ol style="list-style-type: none"> <li>1. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences.</li> <li>2. Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves and allow them to personalize, internalize and curate their learning to promote student agency.</li> <li>3. Materials promote equitable instruction by making connections to culture, home, neighborhood, and communities, as appropriate.</li> <li>4. Materials provide guidance for teachers to support learning activities that are culturally responsive relevant by addressing: <ul style="list-style-type: none"> <li>• Diverse cultures with significant</li> </ul> </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 provide both print and online assessments that are aligned, and editable rubrics, scoring guidelines, "I can" statements and exemplars that provide guidance for analyzing student performance to support teachers in: <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</li> </ol>

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<p>5. There is ample text and audio comprehensible input about relevant and engaging themes and a variety of meaningful activities that provide opportunities for individual, paired and cooperative learning activities.</p> <p>6. The activities are set in an age-appropriate context and are level-appropriate.</p> <p>7. 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><b>Culture</b></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. Materials present a broad range of diverse representation of countries and cultures.</p> <p>3. Cultural information is relevant, accurate, and explores the diversity of distinct cultures and individuals that share the target language (including but not limited to dialect and idioms).</p>	<p>roles</p> <ul style="list-style-type: none"> <li>● Various linguistic and socioeconomic backgrounds</li> <li>● Different learning styles</li> <li>● Diverse ability representation and diverse age representation</li> <li>● Diverse gender representation</li> <li>● A range of interests</li> </ul> <p><b>Differentiated Instruction</b></p> <p>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.)</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 access to proficiency-level content, with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support)</p> <p>5. Appropriate scaffolding, interventions, extensions, and supports are evident and</p>	<p>unit; summative, peer, self, etc.) that measures student progress toward proficiency level outcomes.</p> <p>4. Assessment materials use varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</p> <p>5. 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>6. Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student level expectations.</p> <p>7. Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).</p>

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<p>4. Connections are made between the target cultural practices and perspectives.</p> <p>5. Activities are appropriate for age level and proficiency level.</p> <p>6. Materials promote learners' reflection of their own culture.</p> <p><b>Connections</b></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><b>Comparisons</b></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</p>	<p>do not sacrifice World Language content.</p> <p>6. Materials provide access for core instruction, for intensification, and for 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>1. Materials develop foundational language acquisition skills, systematically 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 used in the text 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</li> </ul>	<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 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.</p> <p>10. Assessment materials elicit direct, observable evidence of student understanding which includes formative assessment practices.</p> <p>11. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p> <p>12. Assessment materials provide multiple opportunities and formats within each unit (e.g., interpersonal, presentational, interpretive, integrated</p>

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<p>the target language.</p> <p>3. Students are asked to utilize higher order thinking skills of analysis, synthesis and evaluation in every chapter.</p> <p><b>Communities</b></p> <p>1. The materials provide opportunities for students to engage in local and global communities.</p> <p>2. 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>3. Students learn about individual role models who use the target language in their lives.</p>	<p>see diverse cultures in significant roles.</p> <ul style="list-style-type: none"> <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>5. Materials provide appropriate, ample opportunities for students' application, practice, 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</p>	<p>performance) for students to demonstrate skills, content knowledge, and receive feedback.</p> <p>13. Student assessment is aligned to ACTFL and Oregon standards and established proficiency-level outcomes, across the full depth, breadth, and complexity.</p> <p>14. Materials offer tools/assessments that can be easily adapted for heritage speakers.</p>

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	<p>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 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>	

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	<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 of logical skills and/or concept development consistent with language acquisition research.</p> <p>21. 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>	