

Oregon English Language Proficiency Adoption Criteria

ODE Baseline Criteria (Non-negotiable) Individual Rating Sheet--Scores		
The following five criteria serve as a baseline for all instructional material review in Oregon.		
Scoring: Rate each criterion as Sufficient (Y) or Insufficient (N) . <ul style="list-style-type: none"> ● A quality indicator with a solid dot must be present for a criterion to score Sufficient; if any quality indicator is inadequate or absent, score the criterion Insufficient. <ul style="list-style-type: none"> ○ A descriptor with a hollow dot provides additional context and need not be fully present to mark a criterion Sufficient. Materials must score Sufficient in all five baseline criteria in order to be recommended for adoption in Oregon.		
<u>Criterion</u>	<u>Quality Indicators</u>	<u>Score</u>
Equity	<ul style="list-style-type: none"> ● Materials adhere to the ideals described in ODE's Equity Stance. <ul style="list-style-type: none"> ○ Materials use language/pictures/graphics/media that affirm diverse identities. ○ Materials use strengths-based, positive language and portrayals. 	Y / N
Assessment	<ul style="list-style-type: none"> ● Students are provided with consistent opportunities to demonstrate knowledge and skills. ● Materials present a balanced assessment system, including formative, interim, and summative elements, using a variety of methods and modes. ● Assessment system is clearly aligned to instruction and includes editable and aligned rubrics, scoring guidelines, etc. ● Assessment system ensures students receive frequent and constructive feedback. 	Y / N
Aligned to standards	<ul style="list-style-type: none"> ● Materials are aligned to English Language Proficiency standards. 	Y / N
Differentiation, accessibility, and learning supports	<ul style="list-style-type: none"> ● Materials provide scaffolding and learning supports for students from special populations such as Newcomers, Students with Interrupted Formal Education, Long-Term English Learners, students experiencing disabilities, and students identified as TAG. ● Learning activities and assessments are rigorous, complex, diverse, and accessible to all students. ● Materials include modifications and enrichment learning tasks for all students, including students performing above or below their grade level. ● Materials are accessible online for teachers and students. 	Y / N
Research-based	<ul style="list-style-type: none"> ● Instructional approach supported by evidence-based research. <ul style="list-style-type: none"> ○ Approach is educationally sound in theory and effective in practice. 	Y / N
Meets all baseline criteria		Y / N

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ODE Baseline Criteria (Non-negotiable) Individual Rating Sheet--Comments

This individual rating sheet is a tool to help organize your thoughts and will not be viewed by publishers.

The following five criteria serve as a baseline for all instructional material review in Oregon.

Tips for High-Quality Feedback:

- Feedback should be clear, criteria-based, evidence-based, and actionable.
 - Evidence should be specific, relevant, and sufficient.

Example

Regarding criteria 4, the materials do not include modifications and enrichment learning tasks for students performing below grade level. Enrichment learning tasks need to either provide scaffolding that is more extensive, include modifications for students performing below grade level, or preferably both. An example of where modifications are provided for students performing above grade level, but not for students performing below grade level, can be found on page 136 of the text.

<u>Criterion</u>	<u>Comments</u>
Equity	
Assessment	
Aligned to standards	
Differentiation, accessibility, and learning supports	
Research-based	

Oregon English Language Proficiency Adoption Criteria

English Language Proficiency Content & Pedagogy Criteria Individual Rating Sheet--Scores		
The following five criteria are specific to English Language Proficiency content and pedagogy.		
<p>Scoring: Rate each criterion from 1-3, based on the presence of listed quality indicators.</p> <ol style="list-style-type: none"> Unsatisfactory: At least half of the listed quality indicators are EITHER missing OR improperly/insufficiently implemented. Satisfactory: At least half of the listed quality indicators are present AND properly/sufficiently implemented. Exceeds: ALL of the listed quality indicators are present AND of high quality implementation. <p>After assigning a numeric score to each criterion, add up the scores for all five criteria. Material must score a combined total of 10 or higher to be recommended for adoption in Oregon. A total score of 14 or 15 awards the materials an Exemplary descriptor. The Exemplary descriptor does not impact the State Board of Education’s recommendation, but will be visible to districts reviewing state-approved materials.</p>		
<u>Criterion</u>	<u>Quality Indicators</u>	<u>Score</u>
Language Domains	<ul style="list-style-type: none"> Learning activities span the four interconnected domains of Reading, Writing, Listening, and Speaking and emphasize an interactive approach. Provides opportunities for communicative interactions of varying formality, varying complexity, and for a variety of authentic purposes. 	1 2 3
Language Complexity	<ul style="list-style-type: none"> Includes range of communication from basic to complex. Activities are grade-band appropriate, age appropriate, and academically and linguistically challenging. 	1 2 3
Language Proficiency	<ul style="list-style-type: none"> Accounts for the presence of all proficiency levels within the grade band. Helps students leverage existing proficiency in other languages to develop proficiency in English. 	1 2 3
Teacher Support	<ul style="list-style-type: none"> Materials are user-friendly, accessible, and practical for use by teachers and students of diverse backgrounds, knowledge, skill, and experience. <ul style="list-style-type: none"> Includes scaffolding for students of varying English proficiency to engage in both receptive and productive language activities. Contains strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement. Includes ongoing and embedded professional development materials. 	1 2 3
Student Engagement	<ul style="list-style-type: none"> Materials offer authentic, culturally and linguistically responsive, engaging, and meaningful student-centered activities with practical applications. 	1 2 3
Total Score (10+ qualifies; 14+ awards Exemplary descriptor)		

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English Language Proficiency Content & Pedagogy Criteria Individual Rating Sheet--Comments

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The following five criteria are specific to English Language Proficiency content and pedagogy.

Tips for High-Quality Feedback:

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 - Evidence should be specific, relevant, and sufficient.

Example

Regarding criteria 2, complex vocabulary is presented at too rapid a pace, with insufficient scaffolding. Materials need to either slow the pace of vocabulary presentation, provide more extensive scaffolding, or preferably both. An example of complex language being present at too rapid of pace can be found on page 86 of the textbook.

<u>Criterion</u>	<u>Comments</u>
Language Domains	
Language Complexity	
Teacher Support	
Student Engagement	
Language Proficiency	