

Level 3-4 Oregon World Languages Adoption Criteria

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 	<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 	<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.

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<p>three modes. (Interpretive/Interpersonal/Presentational).</p> <p>7. 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>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>	<ul style="list-style-type: none"> • Students with special needs <p>Differentiated Instruction</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.</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>4. Assessment materials use varied modalities of instruction that reflect authentic experiences.</p> <p>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.</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>

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<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>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>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 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>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>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 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>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</p>	

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	<p>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> <p>17. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.</p>	

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	<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 forms of technology available in multiple languages:</p> <ul style="list-style-type: none">● Speech to text● Text to speech● Audio books● Digital copies	