Publisher: *[Enter Publisher Name]*

Program Title: *[Enter Program Title]*

Approved by the State Board of Education May 8, 2020

Page 1 of 10

Components: *[Enter Components]*

# Criteria Map Template–2021 World Languages Adoption

(Download and use to cite where instructional resources fully address each criterion)

## Category 1: Alignment with the *California World Languages Content Standards*

| **Criterion** | World Languages Content/Alignment with Standards | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 1.1 | Instructional materials, as defined in *Education Code (EC)* Section 60010(h), must align to the *CA World Languages Content Standards*, adopted by the SBE in January 2019. |  |  |  |  |
| 1.2 | Instructional materials are consistent with the content of the *World Languages Education Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*). |  |  |  |  |
| 1.3 | Instructional materials include approaches and activities aligned to Appendix 2 of the *WL Standards*. |  |  |  |  |
| 1.4 | Instructional materials must be consistent with current state statutes and support statutorily mandated instruction. |  |  |  |  |
| 1.5 | Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045). |  |  |  |  |
| 1.6 | Instructional materials include opportunities for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English. |  |  |  |  |
| 1.7 | Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections standards of the *WL Standards*. |  |  |  |  |
| 1.8 | Instructional materials examine humanity’s place in ecological systems and the necessity for the protection of the environment (Education Code Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the *WL Standards*. |  |  |  |  |

## Category 2: Program Organization

| **Criterion** | Program Organization | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 2.1 | An organization that provides a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span, consistent with the guidance in the *WL Framework.* |  |  |  |  |
| 2.2 | Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program. |  |  |  |  |
| 2.3 | An overview of the content in each chapter or unit that describes how it supports instruction and learning of the *WL Standards.* |  |  |  |  |
| 2.4 | An overview of the content in each chapter or unit that outlines the world languages concepts and skills to be developed. |  |  |  |  |
| 2.5 | Graphics (pictures, maps, world languages) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content. |  |  |  |  |
| 2.6 | Support materials that are an integral part of the instructional program and are clearly aligned with the *WL Standards*. |  |  |  |  |
| 2.7 | A well-organized structure that provides students with opportunities to achieve proficiency and/or the grade-level or grade-span standards. |  |  |  |  |
| 2.8 | A well-organized structure that provides opportunities for students to build on knowledge and proficiencies developed through previous language study and/or through immersion programs. |  |  |  |  |
| 2.9 | Effective articulation between courses allowing for multiple entry points in a variety of course and program models beginning in Kindergarten and continuing through grade twelve. |  |  |  |  |
| 2.10 | A list of the expectations for student proficiency in the standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the content standards. |  |  |  |  |
| 2.11 | To the extent possible, the content, including grammar descriptions, are presented in the target language. |  |  |  |  |

## Category 3: Assessment

| **Criterion** | Assessment | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 3.1 | Strategies or instruments that teachers can use to determine students’ prior knowledge of culture and appropriate academic content and communicative, cultural and intercultural proficiencies. |  |  |  |  |
| 3.2 | A broad array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, understand, and are able to do. |  |  |  |  |
| 3.3 | High quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program. |  |  |  |  |
| 3.4 | Multiple measures of students’ ability to independently apply the world languages proficiencies described in the *WL Standards,* such as observations with rubrics, task completions, collaborative conversations, samples of speech and writing, portfolio entries, measures of proficiency, content and cultural knowledge and skills, contextualized form checks, projects, performances, selected and constructed response items, among others. |  |  |  |  |
| 3.5 | Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning. |  |  |  |  |
| 3.6 | Guiding questions to monitor student receptive and productive proficiencies in the world languages. |  |  |  |  |

## Category 4: Access and Equity

| **Criterion** | Access and Equity | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 4.1 | The resources are appropriate for use with all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, or living situation. |  |  |  |  |
| 4.2 | Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs. |  |  |  |  |
| 4.3 | Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, LGBTQ+ students, and students with disabilities. |  |  |  |  |
| 4.4 | Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811. |  |  |  |  |
| 4.5 | Strategies for English learners in both lessons and teacher’s editions, as appropriate, for specific proficiency ranges. |  |  |  |  |
| 4.6 | Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand and communicate in world languages. |  |  |  |  |
| 4.7 | Suggestions for advanced learners that are tied to the *WL Framework* and that allow students to study content in greater depth. |  |  |  |  |
| 4.8 | Strategies to help heritage and native language learners to maximize their learning of a heritage or native language, or to transfer these skills to the learning of an additional language. |  |  |  |  |
| 4.9 | Images that are age appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive. |  |  |  |  |

## Category 5: Instructional Planning and Support

| **Criterion** | Instructional Planning and Support | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| 5.1 | Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons. |  |  |  |  |
| 5.2 | A pacing guide or scope and sequence for planning instruction. |  |  |  |  |
| 5.3 | A variety of pedagogical strategies aligned to Appendix 2 of the *WL Standards*. |  |  |  |  |
| 5.4 | Suggestions for connecting world languages education content with other areas of the curriculum and examples of interdisciplinary instruction within the appropriate grade level or grade span. |  |  |  |  |
| 5.5 | Technical support and suggestions for appropriate use of electronic resources, audiovisual, multimedia, and information technology resources associated with a unit. |  |  |  |  |
| 5.6 | User-friendly components and platform-neutral electronic materials. |  |  |  |  |
| 5.7 | Homework assignments, if included in the program, extend and reinforce classroom instruction as well as provide opportunities for additional practice and extension of skills that have been taught. |  |  |  |  |
| 5.8 | Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement. |  |  |  |  |
| 5.9 | Guidance for the use of language learning strategies with opportunities to use them in context throughout the course or program. |  |  |  |  |
| 5.10 | Clearly written and accurate explanations of world languages education content. |  |  |  |  |
| 5.11 | Guidelines for formal and informal presentations of student work. |  |  |  |  |

California Department of Education, July 2020