



High-Quality Instructional Materials

OFFICE OF CURRICULUM AND INSTRUCTION



OKLAHOMA
Education

Oklahoma Grades PK-12 World Languages Instructional Materials Evaluation Rubric

Instructional materials selection is an important district decision, and conducting a thorough review of instructional materials at the local level is essential in ensuring the adoption of high-quality instructional materials that meet the needs of students within a district. This evaluation rubric is designed to offer an evaluation structure that districts can utilize to determine how well instructional materials align to the Oklahoma Academic Standards for World Languages (OAS for World Languages) and other criteria for high-quality instructional materials for World Languages. The evaluation rubric includes key considerations for high-quality instructional materials and outlines three **Gateways** for consideration when evaluating materials. Within each Gateway, **Criterion** and related **Indicators** are provided along with **Guiding Questions**. Each Indicator is evaluated as Not Representing Quality, Approaching Quality, or Exemplifies Quality, typically using a 0-1-2 or 0-2-4 scale score. Additionally, **Priority Indicators** are indicated with an asterisk (*) as they have been deemed most essential to a quality program.

All scores should be based on evidence observed from the instructional materials themselves, rather than what might be inferred. The evaluation rubric is designed to allow reviewers to determine a threshold for quality for each gateway. If instructional materials meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted to move forward with reviewing the next Gateway (→). If instructional materials do not meet the thresholds for Exemplifies Quality or Approaching Quality expectations for a Gateway, reviewers are prompted not to move forward with reviewing the next Gateway (☒).

Gateway 1 Alignment to the Oklahoma Academic Standards	Exemplifies Quality →	Gateway 2 Student and Teacher Supports	Exemplifies Quality →	Gateway 3 Access and Technology
	Approaching Quality →		Approaching Quality →	
	Not Representing Quality ☒		Not Representing Quality ☒	
Title of Material(s)		Grade(s) Evaluated		
Publisher		Reviewer		

Review Summary

Gateway		Criterion	Score	Rating
1	Alignment to Oklahoma Academic Standards for World Languages	1.1 Communication and Culture	/ 18	
		1.2 Connections	/ 12	
		1.3 Comparisons and Communities	/ 12	
		Gateway 1 Sub-Total	/ 42	
2	Student and Teacher Supports	2.1 Student Support for Proficiency	/ 16	
		2.2 Teacher Supports	/ 24	
		2.3 Assessment	/ 22	
		Gateway 2 Sub-Total	/ 62	
3	Access and Technology	3.1 Access and Technology	--	Narrative Evidence Only
Overall Rating			Total Score	Final Rating
Exemplifies Quality: All Gateways are Exemplifies Quality. Approaching Quality: All Gateways are Approaching Quality or Better. Not Representing Quality: Any Gateway is Not Representing Quality.			/104	

Gateway 1: Alignment to Oklahoma Academic Standards for World Languages

The Oklahoma Academic Standards for World Languages document contains five goals for each level of proficiency: communication, cultures, comparisons, connections, and communities. High-quality texts (i.e. written or spoken language) are the central focus of lessons, are age- and proficiency-level appropriate in complexity and are accompanied by quality tasks aligned to the Oklahoma Academic Standards for World Languages Other Than English. To determine the gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

Gateway 1 Overview		
Criterion	Indicators	Available Points
1.1: Communication and Culture The materials support learners' effective intercultural communication in languages other than English in order to function in a variety of situations and purposes.	1a - 1g	18
1.2: Connections The materials prompt learners' interactions with linguistic and cultural competence and understanding, as well as connect with other disciplines and perspectives to use the language in academic and real-world situations.	1h - 1k	12
1.3: Comparisons and Communities The materials promote linguistic and cultural competence by developing insight into the nature of language and culture and supporting participation in multilingual communities.	1l - 1o	12
		42

Criterion 1.1 Communication and Culture		The materials support learners' effective intercultural communication in languages other than English in order to function in a variety of situations and purposes.		
Indicators	Guiding/Key Questions	Score	Comments	
1a. Materials include a variety of relevant, culturally-authentic text (e.g., literature, songs, popular press, news, videos, social media) that is adaptable for various audiences.	Do the materials include a range of current literature, songs, videos, and/or social media from the cultures that represent real-world experiences that students can relate to?	0 1 2		
1b. Materials include interpretive reading, listening, and viewing tasks to develop learners' ability to interpret and analyze information.	Do the materials include tasks that support students in making meaning of reading, listening and viewing experiences, and analyzing information?	0 1 2		
*1c. Materials include interpretive communication tasks with diverse perspectives from the cultures of the target language for learners to access and evaluate, introduced by authentic materials that lead to interpersonal tasks.	<p>Do students have the opportunity to access and evaluate information and diverse perspectives through products like pictures, stories, film clips, news articles, math problems, and essential questions that are available through the target language and its cultures?</p> <p>For example, does the text provide sources written for native speakers of the target language (such as age and language-appropriate stories, poems, songs, media)?</p>	0 2 4		

Criterion 1.1 Communication and Culture	The materials support learners' effective intercultural communication in languages other than English in order to function in a variety of situations and purposes.		
1d. Materials include multiple opportunities for learners to interact on topics of high interest in conversations with each other, the teacher, or native speakers, to share personalized responses or provide their own meaning.	Do the materials include multiple opportunities for learners to engage in discourse on topics of high interest and at the appropriate level through spoken, signed, or written conversations to share personalized information, reactions, feelings, and opinions?	0 1 2	
1e. Materials provide a variety of tasks on the relationship between practices or products and perspectives of cultures, including the target language cultures and their own cultures in all three modes of communication (interpretive, interpersonal, presentational) for learners to investigate, reflect on and explain to various audiences of target language users.	Do materials provide a variety of tasks on the relationship between practices or products and perspectives of cultures, including the target cultures and their own in all three modes of communication for learners to investigate, reflect on and explain to various audiences of target language users?	0 1 2	
1f. The materials promote self-reflection opportunities in which learners pause and withhold judgment when learning about, analyzing, and interpreting their own and others' cultural products, practices and perspectives.	Do the materials promote self-reflection in which learners pause and withhold judgment when learning about, analyzing, and interpreting their own and others' cultural products, practices, and perspectives?	0 1 2	

Criterion 1.1 Communication and Culture	The materials support learners' effective intercultural communication in languages other than English in order to function in a variety of situations and purposes.		
*1g. The materials provide opportunities for learners to think about their own cultures and make comparisons with the cultures of the target language to discover similar and different cultural concepts and patterns and examine and understand behaviors or cultural practices to help explain and dispel stereotypes and misconceptions.	Do the materials provide opportunities for learners to think about their own cultures and make comparisons with the target language cultures to discover similar and different cultural concepts and patterns? Do the materials examine and understand behaviors or cultural practices to help explain and dispel stereotypes and misconceptions?	0 2 4	
Criterion 1.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 15 - 18 Approaching Quality: 10 - 14 Not Representing Quality: 0 - 9	/ 18	

Criterion 1.2 Connections		The materials prompt learners' interactions with linguistic and cultural competence and understanding, as well as connect with other disciplines and perspectives to use the language in academic and real-world situations.	
Indicators	Guiding/Key Questions	Score	Comments
*1h. Materials provide opportunities for learners to discover or discuss concepts and topics learned in other subject areas (e.g., math, science, history, geography, visual and performing arts, health) and include opportunities to build, reinforce, and expand their knowledge of other disciplines while using the language in those disciplines.	Do students have the opportunity to use the target language to investigate, explain, and reflect on concepts and topics learned in other subject areas and build, reinforce, and expand their knowledge of other disciplines? Are there themes that encourage cross-curricular exploration?	0 2 4	
*1i. Materials provide opportunities for students to build on prior personal experiences and existing background knowledge.	Do students see a connection between themselves and their experiences in the materials and have the opportunity to use the target language to further build on prior personal experiences and existing background knowledge?	0 2 4	
1j. Materials use technology, personal interviews, print media, visual media, or other resources in languages other than English for learners to connect with other disciplines.	Do students have the opportunity to acquire information about other disciplines in the target language through technology, personal interviews, print media, visual media, or other sources?	0 1 2	

Criterion 1.2 Connections		The materials prompt learners' interactions with linguistic and cultural competence and understanding, as well as connect with other disciplines and perspectives to use the language in academic and real-world situations.	
Indicators	Guiding/Key Questions	Score	Comments
1k. Materials employ a variety of visual and written texts that showcase professions, careers, or everyday situations which require or are enhanced by proficiency in the world language and are designed to promote language learning as a career skill.	Do students have the opportunity to learn about career connections in all fields and everyday situations which require or are enhanced by proficiency in the world language and are designed to promote language learning as a career skill, and apply the target language and cultural perspectives to career pathways?	0 1 2	
Criterion 1.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10 - 12 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6	/ 12	

Criterion 1.3 Comparisons and Communities		The materials promote linguistic and cultural competence by developing insight into the nature of language and culture and supporting participation in multilingual communities.	
Indicators	Guiding/Key Questions	Score	Comments
1l. The material provides tasks for learners to reflect on the nature of language through comparisons between their native language(s) and the target language.	Are students asked to look at their own native language and compare it linguistically to the target language for appropriate proficiency level expectations?	0 1 2	
*1m. Materials provide tasks for learners to use the language to investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	Are students asked to think about their own culture and make comparisons with the target cultures to discover similar and different cultural concepts and patterns?	0 2 4	
1n. Materials provide ideas and content for using the target language both within and beyond the classroom to interact and collaborate in the community and the globalized world, including projects that require learners to interact with members of the local community or use community resources.	Does the material provide ideas and content for using the target language to collaborate with other learners in the classroom as well as with members of the local community and our globalized society (e.g, in conversation, writing, performances, or presentations, projects that require learners to interact with members of the local community or use community resources.)?	0 1 2	

Criterion 1.3 Comparisons and Communities		The materials promote linguistic and cultural competence by developing insight into the nature of language and culture and supporting participation in multilingual communities.	
Indicators	Guiding/Key Questions	Score	Comments
*1o. Materials include clear contexts or themes for each unit of instruction that are demonstrated by functional goals and objectives for real-world language use in each unit.	<p>Do the materials provide for real-world language use through units that are divided into clear contexts and themes?</p> <p>Do the materials present language in context to support students' progress in language acquisition?</p>	0 2 4	
Criterion 1.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 10 - 12 Approaching Quality: 7 - 9 Not Representing Quality: 0 - 6	/ 12	

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
42	Exemplifies Quality: 35 - 42		
	Approaching Quality: 22 - 34		
	Not Representing Quality: 0 - 21		
Gateway 1 Comments			

Gateway 2: Student and Teacher Supports

Gateway 2 examines the degree to which the materials are designed with a focus on increasing student language proficiency and intercultural competence. The rubrics also measure the degree to which the materials accurately reflect the diverse, vibrant, and complex cultures, communities, and individuals who use a particular world language. To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion.

- ❑ **Materials must receive a rating of “Exemplifies Quality” or “Approaching Quality” in Gateway 1 in order to be reviewed in Gateway 2.**

Gateway 2 Overview

Criterion	Indicators	Available Points
2.1: Student Supports for Proficiency The materials identify ways in which they are designed for each student’s regular and active participation in grade/band-level/proficiency-band level series content and identify appropriate linguistic and intercultural proficiency targets for the level as outlined by the Oklahoma Academic Standards for World Languages	2a-2f	16
2.2: Teacher Supports The materials include resources for teachers to effectively plan and implement a curriculum aligned with principles of second language acquisition with integrity and to further develop their professional learning.	2g - 2o	24
2.3: Assessment The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress towards intercultural communicative competence.	2p - 2v	22
		62

Criterion 2.1 Student Supports for Proficiency		The materials identify ways in which they are designed for each student’s regular and active participation in grade/band-level/proficiency-band level series content and identify appropriate linguistic and intercultural proficiency targets for the level as outlined by the Oklahoma Academic Standards for World Languages	
Indicators	Guiding/Key Questions	Score	Comments
<p>*2a. Materials provide the appropriate level and type of scaffolding, differentiation, intervention, and support for a broad range of learners.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides support for diverse cultural and linguistic backgrounds, interests, and styles. <input type="checkbox"/> Provides extra support for students working below grade level. <input type="checkbox"/> Provides extensions for students with high interest or working above grade level. 	<p>Do materials provide teachers with strategies for meeting a range of learner needs?</p>	<p>0 2 4</p>	
<p>2b. Materials introduce vocabulary and language “structures” scaffolded through a functional, communicative, and cultural lens, embedded within various text types that model communication in the real world and utilize those scaffolds continuously.</p>	<p>Do materials introduce vocabulary and language structure in target language texts, scaffold new material with context, and continuously reuse the scaffolds to promote students’ ability to communicate using the target language in the target cultures?</p>	<p>0 1 2</p>	

Criterion 2.1 Student Supports for Proficiency		The materials identify ways in which they are designed for each student's regular and active participation in grade/band-level/proficiency-band level series content and identify appropriate linguistic and intercultural proficiency targets for the level as outlined by the Oklahoma Academic Standards for World Languages	
Indicators	Guiding/Key Questions	Score	Comments
2c. Materials integrate reading, writing, speaking, and listening skills that accurately reflect the cultures of the target language so that students apply and synthesize advancing literacy skills.	Do materials incorporate authentic, current cultural content and integrate the three modes of communication (i.e., interpretive, interpersonal, presentational) with reading, writing, listening, and speaking tasks to support students' advancing literacy skills?	0 1 2	
2d. Materials include tasks that are based upon appropriate texts of progressing complexity to support developing language proficiency.	Do the materials include texts (e.g., vocabulary, text structures, levels of meaning/purpose) that include tasks that progress in complexity inclusive of the three modes of communication?	0 1 2	
*2e. Materials allow multiple opportunities for learners to receive input, check for understanding, and promote their language proficiency in all three modes of communication.	Does the material give multiple opportunities for learners to engage with the language provided at the appropriate level, check for their understanding, and promote their interpretation/production of the language in all three modes of communication?	0 2 4	

Criterion 2.1 Student Supports for Proficiency	The materials identify ways in which they are designed for each student’s regular and active participation in grade/band-level/proficiency-band level series content and identify appropriate linguistic and intercultural proficiency targets for the level as outlined by the Oklahoma Academic Standards for World Languages		
Indicators	Guiding/Key Questions	Score	Comments
2f. Materials contain strategies for informing students and families about proficiency and “second” language learning and suggestions for what students can do to develop proficiency and how parents/caregivers can support their progress.	Do the materials have resources for teachers to inform students' families about learning another language and how they can support the students' progress?	0 1 2	
Criterion 2.1 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 13 - 16 Approaching Quality: 9 - 12 Not Representing Quality: 0 - 8	/ 16	

Criterion 2.2 Teacher Supports		The materials include resources for teachers to effectively plan and implement curriculum aligned with principles of second language acquisition with integrity and serve as educative resources for teachers.		
Indicators	Guiding/Key Questions	Score	Comments	
2g. Materials and resources prioritize the use of relevant and compelling content in the target language as the vehicle and scope of learning and provide opportunities for student choice in the delivery of and interaction with the content based on learning preferences, abilities, and background.	Do the materials and resources use compelling content and engagement strategies in the target language throughout that allow all students to engage with the language?	0 1 2		
2h. Materials present content in multiple ways to support student engagement (e.g., printed text, pictures, charts,) incorporate novel repetition, and keep the amount of new vocabulary appropriate for the learner's age.	Is the amount of vocabulary and other new material presented in a lesson, appropriate for the students' age and interests, reusing the same language in new contexts and variable formats (e.g., printed text, pictures, charts)?	0 1 2		
*2i. Materials provide a variety of opportunities for learners to engage in interpersonal communication to show what they can do through a variety of formats, and support them in monitoring their own learning.	Are a variety of engagement strategies provided with resources for deepening interpersonal communication abilities, showing what students can do, including supporting them in monitoring their own learning?	0 2 4		
2j. Materials include tasks that encourage critical thinking skills beyond rote memorization and recall.	Do the materials support a progressive building of students' reasoning skills (i.e., circumlocution, hypothesizing, inferencing, and predicting)?	0 1 2		

Criterion 2.2 Teacher Supports	The materials include resources for teachers to effectively plan and implement curriculum aligned with principles of second language acquisition with integrity and serve as educative resources for teachers.		
*2k. Materials have been developed so that learners are able to use functional language in real-world settings by the end of each lesson or unit of instruction.	Are the materials designed in a way that will lead to functional language use in the real world?	0 2 4	
*2l. Materials align with second language acquisition principles in presenting grammar by putting structures in context as a way to accomplish language functions and help learners carry out these functions with accuracy.	Do the materials use second language acquisition principles when presenting grammar, keeping in mind the age and proficiency level, and showing how accurately used grammatical structures carry out language functions (e.g., narrating events, asking questions, giving/receiving directions)?	0 2 4	
2m. The materials include information and resources to support understanding of second language acquisition for teachers and to explain how units across the series are intentionally sequenced to build coherence and understanding.	Do the materials include second language acquisition research as part of their explanation for how the scope and sequence of the materials support students' acquisition of the target language?	0 1 2	
2n. Materials have a designated instructional scope and sequence for the academic year that is adaptable to meet the students' needs in acquiring the target language.	Is the scope and sequence of the instructional material program adaptable for students' learning needs within an academic school year?	0 1 2	

Criterion 2.2 Teacher Supports	The materials include resources for teachers to effectively plan and implement curriculum aligned with principles of second language acquisition with integrity and serve as educative resources for teachers.		
2o. Materials provide guidance that supports teachers in planning and facilitating effective proficiency-focused learning experiences that engage students in real-world language use.	Do materials provide teachers with guidance by means of explanations, examples, and suggested strategies that support teachers in planning and providing proficiency-focused learning experiences that engage students in real-world language use?	0 1 2	
Criterion 2.2 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 20 - 24 Approaching Quality: 13 -19 Not Representing Quality: 0 - 12	/ 24	

Criterion 2.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress towards intercultural communication proficiency.	
Indicators	Guiding/Key Questions	Score	Comments
*2p. Materials embed varied models of assessments, including tasks, in the three modes of communication on a continuum of self-assessment, formative assessment, summative assessment.	Are various models of proficiency assessments used to measure proficiency on a continuum in each mode of communication at the appropriate learner/proficiency target, measuring progress over time (e.g., performance-based tasks, questions, projects, portfolios)?	0 2 4	
2q. Assessment materials include embedded assessments that reflect a variety of knowledge and skill levels in an integrated way, are engaging, relevant, and level-appropriate for students, requiring them to go beyond using recall from rote memorization to assess vocabulary and grammatical structures on quizzes and tests.	Do the materials have engaging, relevant, and level-appropriate integrated performance activities and assessments embedded that require students to go beyond utilizing recall from rote memorization to assess vocabulary and grammatical structures on quizzes and tests?	0 1 2	
2r. Materials have resources embedded in the learning sequence for gathering information on students' prior knowledge and skills within and across grade and proficiency levels and include accommodations for exceptional students.	Are there opportunities in the learning sequence to gather and include the background knowledge of each student?	0 1 2	

Criterion 2.3 Assessment		The materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress towards intercultural communication proficiency.	
Indicators	Guiding/Key Questions	Score	Comments
*2s. Tools are provided for proficiency-focused scoring assessment items with guidance provided for interpreting the proficiency range of student responses (e.g., determining what is a novice-mid vs. novice-high response,).	Do materials include tools (e.g., sample student responses, rubrics, scoring guidelines, and open-ended feedback) for measuring proficiency and provide guidance on using and interpreting them?	0 2 4	
*2t. Materials provide assessment tasks that elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted standards.	Do the materials include assessments with performance indicators that clearly describe the student's learning of the target standard(s)?	0 2 4	
*2u. The content includes resources to support students setting their own goals to reflect upon their progress using languages for one or more purposes.	Do the materials provide tools for students to set goals and reflect on their progress in using the target language for communicating with target-language speakers for enjoyment, enrichment, academic growth, and career advancement?	0 2 4	
2v. Materials include aligned proficiency-oriented rubrics that provide sufficient guidance for interpreting student performance.	Do the materials include rubrics with sufficient guidance for interpreting student performance?	0 1 2	
Criterion 2.3 Summary	Rating Levels	Sub-Total	Rating
	Exemplifies Quality: 18 - 22 Approaching Quality: 12 - 17 Not Representing Quality: 0 - 11	/ 22	

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
62	Exemplifies Quality: 49 - 62		
	Approaching Quality: 32 - 48		
	Not Representing Quality: 0 - 31		
Gateway 2 Comments			

Gateway 3: Access and Technology

Schools can use digital resources in a variety of ways to support teaching and learning.

To determine the Gateway rating, educators use evidence gathered from the instructional materials to score indicators related to each criterion

- ❑ **Materials must receive a score of Exemplifies Quality or Approaching Quality in Gateway 2 in order to be reviewed in Gateway 3.**

Gateway 3 Overview

Criterion	Indicators	Available Points
3.1: Access and Technology Materials integrate interactive technology, when appropriate, in ways that support student engagement and interaction in the language to develop intercultural communicative competence.	3a-3f	Narrative Evidence Only --

Criterion 3.1 Access and Technology		Materials integrate interactive technology, when appropriate, in ways that support student engagement and interaction in the language to develop intercultural communicative competence.	
Indicators	Guiding Questions	Score	Comments
3a. Materials and resources are available online and on mobile devices for access outside the classroom.	Are students directed to various media and online resources that are interesting and relevant to them in the target language that will support second language acquisition?	Narrative Evidence Only	
3b. Materials integrate technology such as assistive technology (text to speech, audio), interactive tools, and/or virtual manipulatives/objects, including text format, font choice, layout, directions, and explanations, making print or online content ADA compliant.	Is there specific teacher guidance for using technology to support all students' ability to interact with the materials?	Narrative Evidence Only	
3c. Materials use technology resources in a way that is backed by evidence showing it to be effective for language acquisition to engage and support learners in multiple ways in acquiring new language.	Are students provided with various technology resources shown to support language acquisition that enables them to engage with the language and speakers of the language?	Narrative Evidence Only	
3d. Materials provide appropriate support, scaffolds, and/or accommodations for all students, including special populations and diverse learners that will support their regular and active participation in learning a new language.	Do the materials and technological resources provide all students (e.g., exceptional students and heritage language learners) with user-friendly access to study helps, meaningful practice, and activities that will support their regular and active participation in learning a new language?	Narrative Evidence Only	

Criterion 3.1 Access and Technology		Materials integrate interactive technology, when appropriate, in ways that support student engagement and interaction in the language to develop intercultural communicative competence.	
Indicators	Guiding Questions	Score	Comments
3e. Materials include online resources that provide multiple access points for students at varying ability levels and backgrounds to make use of language in personally relevant ways.	<p>Do the materials include resources and links to their own and/or others' websites and resources that provide students with user-friendly access to language development activities and meaningful practice at varying ability levels and backgrounds?</p> <p>Do the materials direct the students to various resources to engage with the language and users of the language in personally relevant ways?</p>	Narrative Evidence Only	
3f. Digital ancillary materials are available and provide opportunities for the teachers and/or students to engage with one another.	Are there digital ancillary materials designed to support the collaboration between the teacher and student and/or between the students?	Narrative Evidence Only	