**2015**

FORM F.12 Citation Alignment and Scoring Rubric – Modern, Classical, and

Native Languages

2015 Adoption Institute Grade K – 8 ELA/Reading; CORE Reading Intervention; Modern, Classical and Native Languages

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| Publisher / Imprint |       | Imprint: |       |
| Title of Student Edition: |       | ISBN: |       |
| Title of Teacher Edition: |       | ISBN: |       |

Reviewer Name: Reviewer Number: Date: Facilitator:

**TOTAL SCORE – to be completed after all criteria are scored**

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| **SECTION** | **REVIEWER****TOTAL** | **FACILITATOR****VERIFICATION** | **FACILITATOR NOTES:**Facilitator Signature: |
| **Section 1** |  |  |
| **Section 2** |  |  |
| **TOTAL** |  |  |

**ALL CRITERIA**

**Publisher:**

 All criteria are scored as to whether the evidence occurs in the instructional material.

 Criteria may refer to the Student Edition or the Teacher Edition.

 All three citations must be found satisfactory by the reviewer to meet the requirements of the standard.

**Reviewer: Use the Teacher’s Edition and the Student Edition to conduct this portion of the review.**

 Zero (0): All 3 citations did not meet the requirements of the standard.

 Five (5): All 3 citations met the requirements of the standard.

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| **Section 1: Modern, Classical, and Native Languages Standards** |
| **#** | **NMAC requirements** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **1** | By speaking, writing, and/or signing, students will express themselves in a culturally appropriate manner for many purposes.(e.g., materials provide students with multiple activities that demonstrate interpersonal and presentational competence in text and digital format.) |       |       |       |  |
| **2** | By listening, observing, reading and discussing, students will comprehend and interpret oral, written, and visual messages on a variety of topics.(e.g., multiple activities exist where students can demonstrate competence.) |       |       |       |  |
| **3** | Students will understand the relationship between language and culture.(e.g., materials provide students with opportunities to connect target language with multiple cultures that use the target language.) |       |       |       |  |
| **4** | Students will develop an understanding of other cultures, including such elements as: value systems, languages, traditions, and individual perspectives.(e.g., multiple activities and materials exist so that students can make cultural connections with various cultures through festivals, holidays, products, perspectives, geography, etc.) |       |       |       |  |
| **5** | Students will understand how languages work (e.g., materials provide opportunities for students to make connections between their native tongue and target language.) |       |       |       |  |
| **6** | Students will use the languages studied to reinforce and expand knowledge of other disciplines (e.g., activities and resources exist for students to make connections with other subjects, disciplines, and knowledge.) |       |       |       |  |
| **7** | Students will use the language studied for personal enjoyment, personal enrichment, and employability (e.g., materials will provide resources for students to further their life-long ambitions for entertainment, employability and connections in other communities that use the target language.)target language. |       |       |       |  |
| **#** | **Content** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **8** | Textbook is up-to-date, relevant to the real world, and reflects target language practice used by students of equivalent age in target language countries. |       |       |       |  |
| **9** | Course-level appropriate and can be adapted by the teacher to meet student needs, including differentiation or personalized learning. |       |       |       |  |
| **10** | Exercises or series of exercises, such as grammar, discussions, etc., display scaffolding consistent with current educational taxonomies such as Bloom’s or Web’s Depth of Knowledge, that allow raising students’ abilities to higher order performance, (e.g., students are able to move from simple memorization and manipulation of vocabulary and grammar to analysis, synthesis, and evaluation.) |       |       |       |  |
| **11** | Material integrates digital learning content within the text. |       |       |       |  |
| **12** | Questions provided with readings are text dependent, and activities associated with these readings allow for demonstration of evidence-based writing. |       |       |       |  |

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| **Section 1: Modern, Classical, and Native Languages Standards** |
| **#** | **Assessment** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **13** | Material includes formative and summative assessment opportunities for use in interpersonal, interpretive, and presentation skills. modes. |       |       |       |  |
| **14** | Measurable performance indicators are relevant to real world. |       |       |       |  |
| **15** | Assessments are suited to student learning and ability. |       |       |       |  |
| **16** | Integrated assessments to monitor student progress include pre and post assessments. |       |       |       |  |
| **#** | **Organization and Presentation** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **17** | Content and directions are clear and understandable, and distinguish between trivial and important information. |       |       |       |  |
| **18** | Format is easy to understand and follow. It is well organized with relevant activities at point of need. |       |       |       |  |
| **19** | Materials are interactive, and provide high quality sensory experiences for all users. |       |       |       |  |
| **20** | In the teacher’s edition, requirements and instructions for teachers are clearly stated. |       |       |       |  |
| **21** | Teacher’s edition is well organized with practical teaching suggestions at the point of need. |       |       |       |  |
| **#** | **Communication** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **22** | Allows students to demonstrate understanding and interpret written and spoken language on a variety of topics. |       |       |       |  |
| **23** | Material provides opportunities to engage in a variety of conversations and presentations, and provides information, concepts and ideas directed toward a variety of listeners and readers in both text and digital media. |       |       |       |  |
| **#** | **Cultures** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **24** | Material demonstrates an understanding of the relationship between the products, practices, perspectives of the culture studied. |       |       |       |  |
| **25** | A wide variety of supplementary materials in the language studied is provided, such as art work, print materials, literature, etc. reflects all cultures that speak the target language. |       |       |       |  |
| **26** | Does not have religious, gender, or cultural biases, and reflects a multicultural society. |       |       |       |  |
| **#** | **Connection** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **27** | Reinforces and furthers knowledge of other disciplines through the language studied. |       |       |       |  |
| **28** | Presents distinctive viewpoints that are only available through the language and culture studied. |       |       |       |  |

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| **Section 1: Modern, Classical, and Native Languages Standards** |
| **#** | **Comparisons and Communities** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **29** | Material provides opportunity to compare target language and culture to students’language and culture. |       |       |       |  |
| **30** | Demonstrates importance of being life-long learners by using the language studied for personal and professional enrichment. |       |       |       |  |

**Section 1**

**TOTAL**

**SCORE**

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| **Section 2: Modern, Classical, and Native Languages Other Criteria** |
| **#** | **Other Relevant Criteria – Student Edition****The textbook provides:** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **31** | Pictorials, graphics and illustrations are present that represent diversity of cultures, race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **32** | A variety of cultural perspectives are used within the lesson content to account for various cultural/background experiences. |       |       |       |  |
| **33** | There are assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability. |       |       |       |  |
| **34** | An introduction to lessons are provided, including the comprehension questions (e.g., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction. |       |       |       |  |
| **35** | There are visual presentations to assist students’ comprehension. |       |       |       |  |
| **36** | The student has access to on-going review and practice for the purpose of retaining previously acquired knowledge. |       |       |       |  |
| **37** | Activities are available for students to make interdisciplinary connections to social studies, science, language arts, music, art and sports. In addition, making connections with students’ personal experiences is part of learning offered. |       |       |       |  |
| **38** | There are references to support student learning, such as a glossary and word lists. |       |       |       |  |
| **#** | **Other Relevant Criteria – Teacher Edition** | **Occurrence 1** | **Occurrence 2** | **Occurrence 3** | **Score** |
| **39** | The Teacher’s Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. |       |       |       |  |
| **40** | Within each lesson of the Teacher’s Edition, there are clear and measurable learning objectives and opportunities for differentiated instruction. |       |       |       |  |
| **41** | The Teacher’s Edition provides tiered activities for differentiated instruction to meet the needs of all students including below proficiency and advanced learners. |       |       |       |  |
| **42** | The Teacher’s Edition provides instructional strategies, resources, and language development support for English language learners (sheltered instruction.) |       |       |       |  |

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| **Section 2: Modern, Classical, and Native Languages Other Criteria** |
| **43** | The Teacher’s Edition provides the teacher with instructional strategies for every lesson. |       |       |       |  |
| **44** | The Teacher’s Edition has various embedded assessments (e.g., pre- and post-tests, self-assessments, written reflections, mid-unit quizzes, quick checks for understanding of the key concepts, etc.) which address the lesson and/or chapter.objectives. |       |       |       |  |
| **45** | The Teacher’s Edition has embedded student assessments that are accompanied by student work exemplars. The Teacher’s Edition also identifies concepts and skills that require support.further instruction, differentiation, remediation or acceleration. |       |       |       |  |
|  | **Construction, Design, and Accuracy of Materials****Reviewers:** Items 46-56 are to be scored based upon reviewer assessment asfollows: High 5 pts; Medium 3 pts; Low or none 0 pts. | **Publishers: do not enter citations for items 46-56.** | **Score** |
| **46** | The material has an appropriate font, print size, and method of organization. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **47** | The material has a highly functional, yet inviting appearance. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **48** | The material has a clearly organized Teacher Edition. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **49** | Both the student and teacher editions have supports, strategies and resources that are user-friendly and supportive of student learning. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **50** | There are no discernible factual errors. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **#** | **Equity and Accessibility** |  |  |  | **Score** |
| **51** | Materials are durable, easy to store, easily transported, and universally accessible in both text and digital formats. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **52** | Materials may be easily adapted, and customized to match school resources in both text and digital formats. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |
| **53** | Materials work efficiently, independently of supplementary components in both text and digital format. |  High 5 pts |  Medium 3 pts |  Low/none 0 pts |  |

**Section 2**

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| **SECTION II:**  | **TOTAL SECTION SCORE** |  |

**TOTAL**

 **Section**