

	<h2>F.10 English Language Development - Grades 9-12</h2>
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PROVIDER/PUBLISHER / MATERIAL INFORMATION (TO BE COMPLETED BY PROVIDER/PUBLISHER)

Provider/Publisher / Imprint:		Grade(s):	
Title of Student Edition:		Student Edition ISBN:	
Title of Teacher Edition:		Teacher Edition ISBN:	
Title of SE Workbook:		SE Workbook ISBN:	

PUBLISHER CITATION VIDEO: Must be viewed before starting the review of this set of materials.

Citation Video Link:			
Citation video certification:	I certify that I have viewed the citation video for this specific publisher and set of materials.		
Digital Material Log In:			

SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
SECTION	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
Standards Review	0	25	
ELD Content Review	0	375	
All Content Review	0	200	
TOTAL SCORE	0	600	
Percent Score	0%		

FINAL SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)

Verified 90% or Higher (Y/N)		Facilitator Notes:
Verified 80%-89% (Y/N)		
Verified 79% or Lower (Y/N)		
Facilitator Name:		

CULTURAL AND LINGUISTIC RELEVANCE RECOGNITION

REVIEW TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	67	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

Section 2: English Language Development Content Review

PROVIDER/PUBLISHER INSTRUCTIONS:

- Provider/Publisher citations for this section will refer to the Student Edition, Teacher Edition, or Student Workbook (Review Set).
 - For this section, you may enter one citation per criterion. (Column C) Each citation should direct the reviewer to a specific location in the materials that best exemplifies the criterion.
 - The Reviewer will be providing a score based on the citation given.
 - Each criterion will be scored as "Meets expectations," "Partially meets expectations," or "Does not meet expectations."
- o **NOTE: You may not use a citation more than once across ALL sections of the rubric.**

<p>Reviewer directions for English Language Arts Content Review:</p>	<p>Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion:</p> <ul style="list-style-type: none"> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <p>Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises.</p> <p>o Each score cell will turn green as you score the materials.</p>	<p>Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook, provide a citation for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination:</p> <ul style="list-style-type: none"> o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion <p>o Each score cell and evidence cell will turn green as you score the materials.</p>	
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Criteria	Provider/Publisher Criteria 9-12 ELD Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments or Feedback
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ELD materials set clear objectives in English language development and academic language development.

1	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the content .							
2	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the academic language .							
3	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the domain and language function .							
4	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English.							
5	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding based on a beginner, intermediate, and advanced EL language proficiency level.							
6	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations.							
7	HIGH INTEREST CONTEXT ENGLISH LANGUAGE PRODUCTION - The materials provide engaging opportunities for ELs to learn and use the English language.							
8	CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION - The materials provide lessons and activities that are culturally responsive given varying levels of English Language Development and Academic Language Development.							
9	CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION - The materials provide perspectives that are culturally diverse.							

ELD materials are grade-level appropriate and connected to the grade-level academic content of language arts, mathematics, science, and social studies.

10	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the grade-level appropriate content .							
11	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the grade-level appropriate academic language .							
12	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the grade-level appropriate domain and language function .							
13	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of grade-level appropriate English.							
14	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials address the language domains within the grade-level appropriate language objectives.							
15	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice grade-level appropriate structured academic conversations.							
16	GRADE LEVEL RIGOR AND STANDARDS - The materials provide the aligned grade-level/age-level appropriate content standards connected to the lessons and/or activities.							
ELD materials address and support the rigorous curriculum and instructional purposes to ensure language progression in all four domains: listening, reading, speaking, and writing.								
17	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the content with language progression in all four domains.							
18	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the academic language with language progression in all four domains.							
19	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to develop an understanding of the domain and language function with language progression in all four domains.							
20	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English in all four domains.							

21	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding to ensure language progression in all four domains at a beginner, intermediate, and advanced EL language proficiency level.							
22	SPEAKING, WRITING, READING, LISTENING (SWRL) The materials address the instructional purposes to ensure language progression in the language domains within the language objectives.							
23	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations to ensure language progression in all four domains.							
24	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments for language progression and content objectives in all four domains for ELs.							
ELD materials offer various assessment types in all four domains: listening, reading, speaking, and writing.								
25	LANGUAGE OBJECTIVES - The materials provide assessments for English language conventions and vocabulary learning opportunities and/or activities in order for the student to show an understanding of the content in all four domains.							
26	LANGUAGE OBJECTIVES - The materials provide assessments for English language conventions and vocabulary learning opportunities and/or activities in order for the student to show an understanding of the academic language in all four domains.							
27	LANGUAGE OBJECTIVES - The materials provide assessments for English language conventions and vocabulary learning opportunities and/or activities in order for the student to show an understanding of the domain and language function in all four domains.							
28	LANGUAGE OBJECTIVES - The materials provide assessments balanced across all four domains.							
29	GRADE LEVEL RIGOR AND STANDARDS - The assessments are aligned across all four domains.							
30	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that measure progress on language and content objectives in all four domains.							
ELD materials include multiple instructional supports for the various levels of English Language proficiency of students so that students build and practice English language.								
31	LANGUAGE OBJECTIVES - The materials provide instructional supports for various levels of English language conventions and vocabulary learning opportunities and/or activities in order for the student to build and practice English in the content .							

32	LANGUAGE OBJECTIVES - The materials provide instructional supports for various levels of English language conventions and vocabulary learning opportunities and/or activities in order for the student to build and practice English in academic language .							
33	LANGUAGE OBJECTIVES - The materials provide instructional supports for various levels of English language conventions and vocabulary learning opportunities and/or activities in order for the student to build and practice English in the four domains and language function .							
34	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English to support the various levels of proficiency so that students build and practice English.							
35	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding to build and practice students' English at a beginner, intermediate and advanced EL language proficiency level.							
36	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials include instructional supports for the various levels of English language proficiency of students so that students build and practice English language in the domains within language objectives.							
37	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations at various levels of English language proficiency to build and practice students' English.							
38	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that support the various levels of student English Language proficiency to build and practice their English language.							
ELD materials provide several opportunities to bridge English language development and academic language development in all four domains: listening, reading, speaking, and writing.								
39	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to bridge English language development and academic language development in the content in all four domains.							
40	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to bridge English language development and academic language development in all four domains.							
41	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities and/or activities in order for the student to bridge English language development and academic language development in the four domains and language function .							

42	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English in order for the student to bridge English language development and academic language development.							
43	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding to bridge English language development and academic language development at a beginner, intermediate and advanced EL language proficiency level.							
44	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials include instructional supports for bridging English language development and academic language development in the domains within language objectives.							
45	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations to bridge English language development and academic language development.							
46	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that support the bridging of English language development and academic language development.							
ELD materials align with culturally and linguistically responsive pedagogy.								
47	LANGUAGE OBJECTIVES - The materials are aligned to culturally and linguistically responsive pedagogy and provide English language conventions and vocabulary learning opportunities or activities in order for the student to develop an understanding of the content .							
48	LANGUAGE OBJECTIVES - The materials are aligned to culturally and linguistically responsive pedagogy and provide English language conventions and vocabulary learning opportunities or activities in order for the student to develop an understanding of the academic language .							
49	LANGUAGE OBJECTIVES - The materials are aligned to culturally and linguistically responsive pedagogy and provide English language conventions and vocabulary learning opportunities or activities in order for the student to develop an understanding of the domain and language function .							
50	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English that is aligned with culturally and linguistically responsive pedagogy.							
51	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding that is aligned with culturally and linguistically responsive pedagogy at a beginner, intermediate and advanced EL language proficiency level.							

52	SPEAKING, WRITING, READING, LISTENING (SWRL) - The materials include instructional supports that are aligned with culturally and linguistically responsive pedagogy in the domains within language objectives.							
53	ACADEMIC DISCOURSE - The materials provide ELs opportunities to practice structured academic conversations that are aligned with culturally and linguistically responsive pedagogy.							
54	GRADE LEVEL RIGOR AND STANDARDS - The materials provide the aligned grade-level/age-level appropriate content standards connected to the lessons and/or activities that are aligned with culturally and linguistically responsive pedagogy.							
55	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that are aligned with culturally and linguistically responsive pedagogy.							
ELD materials provide suggestions and recommendations for the teacher to engage culturally and linguistically diverse families and parents in supporting English language development.								
56	HIGH INTEREST CONTEXT ENGLISH LANGUAGE PRODUCTION - The materials provide engaging opportunities for EL's to learn and use the English language with other ELs and with culturally and linguistically diverse families and parents.							
57	CULTURALLY AND LINGUISTICALLY RESPONSIVE INSTRUCTION - The materials provide suggestions and recommendations for the teacher to engage culturally and linguistically diverse families and parents in supporting English language development							
ELD materials support English Learners with special needs and provides multiple curriculum, instructional and assessment opportunities for their English language, and academic language development.								
58	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities or activities in order for the students with disabilities to develop an understanding of the content .							
59	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities or activities in order for the students with disabilities to develop an understanding of the academic language .							
60	LANGUAGE OBJECTIVES - The materials provide English language conventions and vocabulary learning opportunities or activities in order for the students with disabilities to develop an understanding of the domain and language function .							
61	TEACHER MODELED LANGUAGE - The materials provide guidance on how the teacher is intentionally modeling the use of English that is for the students with disabilities.							
62	DIFFERENTIATED ELD INSTRUCTION FOR EACH EL - The materials provide support and scaffolding that is aligned with culturally and linguistically responsive pedagogy at a beginner, intermediate and advanced EL language proficiency level.							

63	ACADEMIC DISCOURSE - The materials provide ELs with disabilities opportunities to practice structured academic conversations.							
64	FORMAL AND INFORMAL ASSESSMENTS - Materials provide assessments that are aligned and appropriate for students with disabilities.							
65	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - The materials provide grade-level appropriate suggestions and/or strategies for differentiation for students with disabilities.							
66	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities to ensure language progression in all four domains.							
67	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities in all four domains.							
68	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities with various levels of proficiency to build and practice their English language.							
69	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities that support the bridging of English language development and academic language development.							
70	DIFFERENTIATION FOR STUDENTS WITH DISABILITIES - Materials provide suggestions and adaptations for students with disabilities that are aligned with culturally and linguistically responsive pedagogy.							

ELD materials provide the Three Features of Language: Word/Phrase Level, Sentence Level or (language forms and conventions) and Discourse Level / Linguistic Complexity

71	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language in the content.							
72	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language to support the various levels of proficiency to build and practice students' English.							
73	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language to support bridging English language development and academic language development.							
74	THREE FEATURES OF LANGUAGE - The materials reflect the Word/Phrase level, Sentence level (Language Forms and Conventions) and Discourse level (Linguistic Complexity) of language that is aligned with culturally and linguistically responsive pedagogy.							

Section 2: All Content Review

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Reviewer directions for All Content Review:	Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook for each criterion. Review the cited material and score the material by determining the degree to which it meets the criterion: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion Evidence for the publisher citations is optional as you review the materials. You may be asked to provide evidence if the need arises. o Each score cell will turn green as you score the materials.	Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook, provide a citation for each criterion. Review the cited material, score the material by determining the degree to which it meets the criterion, and provide evidence to support your determination: o M = Meets the criterion o P = Partially meets the criterion o D = Does not meet the criterion o Each score cell and evidence cell will turn green as you score the materials.	
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Criteria	Provider/Publisher Criteria for All Content	Provider/Publisher Citation	Score	Reviewer's Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer's Evidence	Comments, other citation, or feedback
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Materials are coherent and consistent with the standards that all students should study in order to be college and career ready.

1	Materials attend to the full intent of the content contained in the standards for all students.							
2	Materials, when used as designed, allow students to fully learn each standard.							
3	Materials require students to engage in content at a level of sophistication appropriate to the grade level under review.							
4	Materials are coherent and make meaningful connections in a single course and throughout the series, where appropriate and where required by the standards.							

Materials are well designed and take into account effective lesson structure and pacing.

5	The Teacher's Edition presents learning progressions to provide an overview of the scope and sequence of skills and concepts. (Publisher citation only required.)							
6	Within each lesson of the Teacher's Edition, there are clear measurable learning objectives and opportunities for differentiated instruction.							
7	Within each lesson of the Teacher's Edition, there are clear measurable language objectives and opportunities for differentiated instruction.							
8	The design of the assignments is not haphazard; tasks are given in intentional sequences.							
9	The visual design (whether in print or digital) maintains a consistent layout that supports student engagement with the subject.							
10	Materials incorporate a glossary, footnotes, recordings, pictures, and/or other features that aid students and teachers in using the material effectively, with minimal distraction.							
11	The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.							

Materials support teacher planning, learning, and understanding of the standards.							
12	Materials provide a list of lessons in the teacher's edition (in print or clearly distinguished/accessible as a teacher's edition in digital materials), cross-referencing the standards addressed and providing an estimated instructional time for each lesson, chapter and unit (i.e., pacing guide). <i>(Publisher citation only required.)</i>						
13	Materials support teachers in planning and implementing effective learning experiences by providing instructional strategies (such as quality questioning, grouping strategies, and discourse between teacher and students) to help guide students' academic development.						
14	Materials contain a teacher's edition with annotations and suggestions on how to present the content in the student edition and in the ancillary material. Where applicable, materials include teacher guidance for the use of embedded technology to support and enhance student learning.						
15	Materials contain a teacher's edition that explains the role of the specific standards in the context of the overall series.						
Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.							
16	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review.						
17	Materials provide multiple embedded formative and summative assessments (such as performance-based tasks, questions, research, investigations, and projects), clearly defining which standards are being assessed.						
18	Materials include aligned scoring guidelines for assessments, such as rubrics, that provide teachers guidance in interpreting student performance and suggestions for further instruction, differentiation, remediation or acceleration.						
19	Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, and special needs students.						
20	Materials provide students with ongoing review and practice, such as self-monitoring, for the purpose of retaining previously acquired knowledge.						
Materials support effective use of technology to enhance student learning.							

21	Digital materials (either included as part of the core materials or as part of a digital curriculum) are web-based and compatible with multiple internet browsers (e.g., Internet Explorer, Firefox, Google Chrome, etc.). In addition, materials are “platform neutral” (i.e., are compatible with multiple operating systems such as Windows and Apple and are not proprietary to any single platform) and allow the use of tablets and mobile devices. (Publisher citation only required.)							
22	Materials include opportunities to assess student understandings and knowledge using technology.							
23	Materials integrate opportunities for digital learning into the text.							
Materials can be easily customized for individual learners.								
24	Materials can be customized to meet the needs of different student populations.							
25	The Teacher’s Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.							
26	Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.							
Materials give all students extensive opportunities and support to explore key concepts.								
27	Materials provide strategies to help teachers sequence or scaffold lessons so that the content is accessible to all learners.							
28	Materials provide support, accommodations, and modifications for English Language Learners, culturally and linguistically diverse students, and other special populations that will support their regular and active participation in learning content (e.g., modifying vocabulary).							
29	Materials encourage teachers to draw upon culture and home language to facilitate learning.							
30	Materials provide strategies for teachers to inform and engage parents and caregivers of all learners, including culturally and linguistically diverse students, about the program and suggestions for how they can help support student progress and achievement. (Publisher citation only required.)							
31	Materials include opportunities that encourage creative thinking and effective problem solving skills.							
Materials take into account cultural perspectives.								

32	Materials inform culturally and linguistically responsive pedagogy by affirming students' backgrounds, setting high expectations for culturally and linguistically diverse students, and ensuring best instructional practices that are inclusive and student-centered.							
33	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.							
34	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.							
35	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.							
Inclusion of Culturally Responsive Lens (CR)								
36	The instructional material includes tools to relate the content area appropriately to the diversity in culture and language.							
37	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.							
38	The instructional materials engage students in critical reflection about their own lives and societies.							
39	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							