



## F.9 World Languages - Grades K-8

### 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:	Website:	Username:	Password:

### SCORING (TO BE COMPLETED BY REVIEWER AND FACILITATOR)

Reviewer Number:		Date:	
SECTION	REVIEWER TOTAL	MAXIMUM POINTS	FACILITATOR VERIFIED
Standards Review	0	400	
WL Content Review	0	63	
All Content Review	0	137	
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		
REVIEWER TOTAL	MAXIMUM POINTS	PERCENT SCORE
0	50	0%
CLR SCORE VERIFICATION (TO BE COMPLETED BY FACILITATOR)		
Verified 90% or Higher (Y/N)		Facilitator Notes:
Facilitator Name:		

**Section 1: Standards Review: World Languages**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

- Provider/Publisher citations for this section will refer to the **Teacher Edition** only. The cited Teacher Edition should coincide with what is entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also coincide with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams.
- Column D: Enter one citation in Column D from the Teacher Edition. Each citation should direct the reviewer to a specific location in the materials that best meets the standard. The citations should be concise and should allow the reviewer to easily determine that all components of the standard have been met. **Each citation should cover no more than 3 pages. Any cells grayed out do not require a citation.**
- The material will be scored for alignment with each standard 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.**

		<b>Reviewer directions for World Languages Standards Review:</b>	Columns D-G: The provider/publisher will provide a citation from the Teacher Edition (print and/or digital) for the standard. Review the cited material and score the material by determining the degree to which it meets the standard: o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard Evidence for each publisher citation is required if you score the materials with a D. For your evidence for each standard that scores a D, choose one of the options from the dropdown menu in Column G. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column G. <b>o Any cells grayed out do not require a citation or evidence.                      The score cells in those rows will automatically populate.                      o Each score cell will turn green as you score the materials.</b>			Columns H-K: Using the Student Edition, Student Workbook, or other student-facing materials, provide a citation in Column H from the student materials that best meets the standard and addresses all components of the standard. Review the cited material, score the material by determining the degree to which it meets the standard, <b>and provide evidence to support your determination:</b> o M = Meets the standard o P = Partially meets the standard o D = Does not meet the standard <b>o Any cells grayed out do not require a citation or evidence. The score cells in those rows will automatically populate.                      o Each citation cell, score cell, and evidence cell will turn green as you score the materials.</b>			
<b>Criteria #</b>	<b>Standard</b>	<b>F.9 World Languages - Grades K-8</b>	Provider/Publisher Citation from Teacher Edition	Score	Reviewer's Evidence for Publisher Citation	Reviewer Citation from Student Edition/Workbook	Score	Reviewer's Evidence	Comments, other citations, or feedback
1	1	COMMUNICATION: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.							
2	1A	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.							
3	1B	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.							
4	1C	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.							
5	2	CULTURES: Interact with cultural competence and understanding.							
6	2A	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.							
7	2B	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.							

8	3	CONNECTIONS: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.							
9	3A	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.							
10	3B	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.							
11	4	COMPARISONS: Develop insight into the nature of language and culture in order to interact with cultural competence.							
12	4A	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.							
13	4B	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.							
14	5	COMMUNITIES: Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world.							
15	5A	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.							
16	5B	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.							

**Section 2: World Languages Content Review**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

- Provider/Publisher citations for this section will refer to the Student Edition, Teacher Edition, or Student Workbook (Review Set). The cited Student Edition, Teacher Edition, or Student Workbook should coincide with what is entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also coincide with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams.
- 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 citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. **Each citation should cover no more than 3 pages within the materials.**
- The Reviewer will be scoring the materials based on the citation provided.
- 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.**

**Reviewer directions for World Languages Content Review:**

Columns C-F: The provider/publisher will provide a citation from the Student Edition, Teacher Edition, or Student Workbook (print and/or digital) 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 required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.

**o Each score cell will turn green as you score the materials.**

Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies 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 citation cell, score cell, and evidence cell will turn green as you score the materials.**

Criteria #	Provider/Publisher Criteria K-8 World Languages Content	Provider/Publisher Citation	Score	Reviewer Evidence for Publisher's Citation	Reviewer Citation	Score	Reviewer Evidence	Comments, other citations, or feedback
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**Text Selection and Range of Texts:** Texts are worthy of students' time and attention (of quality, rigorous, and at the right text complexity for grade level, student, and task).

1	Materials pay careful attention to building knowledge systematically through reading, writing, listening and speaking in the target language about topics under study. (e.g., classics, contemporary, sciences, humanities, social studies, cultural studies, etc.)							
2	Materials include a wide variety of authentic texts that include all modes of communication: Interpretive, Interpersonal and Presentational.							

**Text Selection – Quality of Texts:** High-quality texts are worth reading closely and exhibit exceptional craft and thought and/or provide useful information.

3	Materials provide content rich and well-crafted texts, representing the best and most authentic texts available in a variety of informational text structures.(e.g., speeches, editorials, newspaper articles, essays, literary nonfiction).							
4	Materials provide assignments with activities requiring student responses that promote respect for all people regardless of race, color, creed, national origin, age, gender, language or disability.							
5	Materials provide an introduction to the lesson including the comprehension questions (i.e., focus questions or guiding questions) the student will be expected to answer at the conclusion of the classroom instruction.							

**Text-Dependent and Text-Specific Questions:** Questions in the materials are high-quality text-dependent and text-specific questions. The overwhelming majority of these questions are text-specific and draw student attention to the particulars in the text.

6	Materials provide text-dependent questions and tasks that require use of textual evidence, including supporting valid inferences from the text.							
7	Materials provide questions and tasks that assess the depth and complexity of analytical thinking required by the standards at each proficiency level.							
8	Materials provide questions and tasks that support students in unpacking the academic language (vocabulary and syntax) prevalent in complex texts.							
9	Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts.							

**Scaffolding and Supports**

10	Materials support students' literacy skills (understanding and comprehension) over the course of the school year through increasingly complex text to develop independence of proficiency level skills.							
11	Materials provide real-world activities for student practice with natural language (e.g. mock interviews, presentations, conversations).							
12	Materials provide a scope and sequence that clearly guides students to demonstrate their independent capacity to read and write at the appropriate level of complexity and sophistication defined by the standards.							
13	Materials assess students at a variety of knowledge levels (Bloom's, Depth of Knowledge, etc.) centered on proficiency level texts aligned and measured against the adopted New Mexico Standards expectations.							
14	Materials include instruction and practice of the grammar and conventions/language - in context - for proficiency as applied in increasingly sophisticated contexts, with opportunities for application by the student in context.							
15	Materials contain visual representations (such as photographs, illustrations, word lists, charts, graphs, etc) to assist students' comprehension.							

**Section 2: All Content Review**

**PROVIDER/PUBLISHER INSTRUCTIONS:**

- Provider/Publisher citations for this section will refer to the Student Edition, Teacher Edition, or Student Workbook (Review Set). The cited Student Edition, Teacher Edition, or Student Workbook should coincide with what is entered on the Form F cover page, whether in print, online, or both. The review set submitted to the summer review institute should also coincide with what is cited on the Form F. If the review set is an online platform only, then that is what should be cited on the Form F and submitted for review by the review teams.
  - 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 citations should be concise and should allow the reviewer to easily determine that all components of the criterion have been met. **Each citation should cover no more than 3 pages within the materials.**
  - The Reviewer will be scoring the materials based on the citation provided.
  - Each criterion will be scored as “Meets expectations,” “Partially meets expectations,” or “Does not meet expectations.”
  - Criteria 23 and 25 will not be included as part of the scoring for the All Content tab on the World Languages Form F. They are repetitive of the World Languages standards and are scored under that tab.
- o NOTE: You may not use a citation more than once across ALL sections of the rubric.**

**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 (print and/or digital) 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 required if you score the materials with a D. For your evidence for each criterion that scores a D, choose one of the options from the dropdown menu in Column F. If the reason for scoring the materials with a D is not one of the dropdown options, enter your own evidence statement in the cell in Column F.

**o Each score cell will turn green as you score the materials.**

Columns G-J: Using the Teacher Edition, Student Edition, or Student Workbook (print and/or digital), provide a citation in Column G that best exemplifies 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 citation cell, score cell, and evidence cell will turn green as you score the materials.**

**o Any cells grayed out do not require a citation.**

**o Criteria 23 and 25 are repetitive of the World Languages standards and are scored under that tab.**

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 citations, 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 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. The design of the assignments are not haphazard; tasks are given in intentional sequences.							
6	Within each lesson of the Teacher's Edition, there are clear, measurable, standards-aligned <b>learning</b> objectives and opportunities for differentiated instruction.							

7	Within each lesson of the Teacher's Edition, there are clear, measurable <b>language</b> objectives and opportunities for differentiated instruction.							
8	The materials provide focused resources to support students' acquisition of both general academic vocabulary and content-specific vocabulary.							
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, bolded text, recordings, pictures, and/or other features that aid students and teachers in using the material.							
<b>Materials support teacher planning, learning, and understanding of the standards.</b>								
11	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). <b><i>(Publisher citation only required.)</i></b>							
12	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.							
13	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.							
<b>Materials offer teachers resources and tools to collect ongoing data about student progress on the standards.</b>								
14	Materials provide assessments that measure student progress in all strands of the adopted New Mexico Content Standards for the content under review. <i>(Adopted New Mexico Content Standards are: CCSS for ELA and SLA; World Readiness Standards for World Languages; WiDA ELD Standards.)</i>							
15	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.							

16	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.							
17	Materials provide alternative assessment options for English learners, culturally and linguistically diverse students, advanced students, and special needs students.							
18	Materials provide students with ongoing review and practice for the purpose of retaining previously acquired knowledge.							
<b>Materials support effective use of technology to enhance student learning.</b>								
19	Materials integrate opportunities for digital learning into the text.							
20	Materials include opportunities to assess student understandings and knowledge using technology.							
<b>Materials can be easily customized for individual learners.</b>								
21	Materials can be customized to meet the needs of different student populations.							
22	The Teacher's Edition provides differentiated instruction strategies and/or activities to meet the needs of all students including below proficiency and advanced learners.							
23	Materials include activities for students to make interdisciplinary connections and/or connections with their personal experiences.							
<b>Materials give all students extensive opportunities and support to explore key concepts.</b>								
24	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).							
25	Materials encourage and support teachers to draw upon culture and home language to facilitate learning.							
26	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. <b>(Publisher citation only required.)</b>							

27	Materials include opportunities that encourage and support creative thinking and effective problem solving skills.							
<b>Materials take into account cultural perspectives.</b>								
28	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.							
29	Materials provide a balanced use of examples and illustrations to create cultural bias-free, stereotype-free, and barrier-free instruction.							
30	Materials positively reflect the diversity in culture, languages, traditions, beliefs, values, and customs represented within the community, state, and nation.							
31	Materials provide examples, contexts, illustrations, and exercises for students related to real-life experiences and cultural and linguistic backgrounds.							
<b>Inclusion of Culturally Responsive Lens (CR)</b>								
32	The instructional materials include tools to relate the content area appropriately to the diversity in culture and language.							
33	The instructional materials include tools that demonstrate multiple perspectives in a specific concept.							
34	The instructional materials engage students in critical reflection about their own lives and societies.							
35	Materials address multiple ethnic descriptions, interpretations, or perspectives of events and experiences.							