

SECTION I: Alignment to the 2020 Oregon Instructional Materials Criteria	
Key Criterion 1-11: Communication	EXAMPLES IN TEXT
1. Language functions (e.g., making and verifying hypotheses, making inferences, requesting to repeat or slow down, paraphrasing, using short answers, predicting, skimming or scanning) and cultural practices are presented and practiced.	Examples for Criterion 1: pp.21- 22, act. 9, étapes 1-2; p.24, découvrons 1, découverts; p. 26, stratégies; p. 9, act. 1 étape 4; p. 44, act. 26, étape 1
2. Materials provide learners with developmentally appropriate strategies (e.g., age and proficiency level) to help them become successful listeners, speakers, readers and writers of the language.	Examples for Criterion 2: p. 34, découvrons 2, découvertes; p. 35, act. 18-19; p. 36, act. 20, étapes 1-2; p. 40, act. 22-23; p.41, étape 2, act. 24
3. Presentation of vocabulary is manageable, context-related and taught explicitly and implicitly.	Examples for Criterion 3: pp. 28 -29, act. 12-13; p. 30 act. 14; p. 31 act. 15, étapes 1-3; p. 33 act. 16; p. 33 act. 17, 1-2
4. Students are introduced to manageable amount of essential, functional, thematic, authentic and practical vocabulary with spiraling and scaffolding presentations that build in a perpetual review of vocabulary.	Examples for Criterion 4: p. 68-70 act. 5, étapes 1-3; pp. 70-71, act. 6, étapes 1-3; p. 71 act. 7; p. 72, étapes 1-3; p. 73, réflexion interculturelle
5. There is sufficient interpersonal, interpretive, and presentational oral and written practice of the grammar and vocabulary that promotes meaningful and balanced individual, pair and group language learning.	Examples for Criterion 5: p. 74, act. 8; p. 76 act. 9, étapes 1-2; pp. 77-78, act. 10, étapes 1-3; p. 79, étapes 1-2; p. 80, étapes 1-3
6. The form, meaning and use of the grammar component presented and practiced includes contextually appropriate examples taught both implicitly and explicitly.	Examples for Criterion 6: p. 87, découvrons 2, découverts; p. 88, act. 16, étapes 1-2; p. 89, act. 17; pp. 90-91, étapes 1-2; p. 91 act. 19;
7. There is a balance between listening, speaking, reading, and writing activities.	Examples for Criterion 7: pp. 81-82, act. 12 étapes 1-2; pp. 82-83, act. 13, étapes 1-2; p. 83 réflexion interculturelle; p. 84, act. 14 , étapes 1-2; pp. 85-86, act. 15, étapes 1-2
8. Input is comprehensible, realistic, and current, including oral and written sources by speakers of the target language for speakers of the target language.	Examples for Criterion 8: p. 13, act. 5; p. 44, act. 26, étapes 1-2; p. 110, j'y arrive; p. 140, act. 18; p. 144, act. 20

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9. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Examples for Criterion 9: p. 147, réflexion interculturelle; p. 148, act. 21, étapes 1-2; pp. 149-50, act. 22, étapes 1-2; p. 151 act. 24, étape 1; p. 152, act. 24, étape 2
10. Multiple intelligences (e.g., visual, musical, and kinesthetic) are addressed in the text to support the variety of learner types in the classroom.	Examples for Criterion 10: p. 155, act. 26, étapes 1-2; p. 242, act. 13; p. 157, j'avance, étape 3; p. 176, act. 6, étape 1; p. 93, act. 21, étapes 1-2
11. Students are asked to do more than rote memorization and recall.	Examples for Criterion 11: pp. 162-163, J'y arrive, interpretive, interpersonal, and presentational assessments; pp. 168, act. 1; p. 169, act. 2, étapes 1-2; p. 169, réflexion interculturelle; pp. 170-171, act. 3, étapes 1-2
<b>Key Criterion 12-18: Comparisons</b>	<b>EXAMPLES IN TEXT</b>
12. There is a wide variety of authentic, culturally sensitive, non-stereotypical visual images of the target culture(s).	Examples for Criterion 12: p. 172, act. 5; p. 164; pp. 166-167, rencontre interculturelle; p. 73, réflexion interculturelle; p. 40; p. 36
13. Materials present a broad range and diverse representation of target language countries, ethnicities and communities (urban, rural, etc.) represented.	Examples for Criterion 13: p. 23; pp. 6-7 rencontre interculturelle; pp. 58-59, rencontre interculturelle; pp. 114-115, rencontre interculturelle; pp. 166-167, rencontre interculturelle
14. Cultural content is accurate, current, and contextually appropriate.	Examples for Criterion 14: p. 174; p. 175, act. 6, étape 1; p. 177, zoom culture; p. 180, act. 9, étapes 1-2; p. 149, act. 18, réflexion interculturelle
15. Cultural notes/readings are interesting, meaningful and appropriate for the age and proficiency levels of the learners.	Examples for Criterion 15: p. 198, je bouge en ville; p.232, présenter des statistiques; p. 183, act. 10, étape 2; pp. 43-44, act. 26, étapes 1-2; p. 257, act. 23, étape 1
16. Connections are made between the target cultural practices and perspectives.	Examples for Criterion 16: p. 23, zoom culture; p. 30, zoom culture; p. 86, zoom culture; p. 285, zoom culture; p. 177, zoom culture
17. Materials promote learners' reflection of their own culture.	Examples for Criterion 17: p. 78, zoom culture; p. 129, zoom culture; p. 235, zoom culture; p. 61, réflexion interculturelle; p. 169, réflexion interculturelle
18. Activities are appropriate for age level and proficiency level.	Examples for Criterion 18: p. 238, act. 11, étapes 1-3; p. 207, act. 25; p. 208-209, act. 26, étapes 1-2; p. 192, act. 16, étapes 1-3; p. p. 169, act. 2, étapes 1-2

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Key Criterion 19-20: Connections	EXAMPLES IN TEXT
19. The materials provide frequent opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.	Examples for Criterion 19: p. 58 rencontre Culturelle; p. 77, act. 10; p. 93, act. 21, étapes 1-2; p. 120, act. 5, étape 1; pp. 224-225, act. 3-5
20. Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.	Examples for Criterion 20: p. 83, réflexion interculturelle; p. 86, zoom culture; pp. 122-123, Act. 6, étapes 1-2; p. 132, act. 12; p. 184, act. 22, étapes 1-2
Key Criterion 21-23: Comparisons	EXAMPLES IN TEXT
21. Students are asked to compare their own culture with the target culture to discover similar and different cultural practices, products and perspectives using a variety of media.	Examples for Criterion 21: p. 169, réflexion interculturelle; p.277, réflexion interculturelle; p. 9, act. 1, étape 4; p. 117, réflexion interculturelle; p. 117, réflexion interculturelle;
22. Students are asked to look at their own language and compare it linguistically to the target language.	Examples for Criterion 22: pp. 14-15 rappelle-toi; p. 18, détail linguistique; p. 86, détail linguistique; p. 74, détail linguistique; p. 136, détail linguistique
23. Students are prompted to use higher-order thinking skills when using any of the language modalities or when presented with cultural content (e.g., analysis, synthesis, and evaluation).	Examples for Criterion 23: p. 277, act. 2, étapes 1-2; p. 279, act. 4; p. 279, act. 5, étape 1; pp. 305-306, act. 20, étapes 1-2; p. 307, act. 21 étape 1
Key Criterion 24-26: Communities	EXAMPLES IN TEXT
24. Suggestions are provided for opportunities to interact with members of the local target language community or for using local community resources.	Examples for Criterion 24: p. 113, video culturally sensitive travel; p. 394, city virtual tour
25. Students are given examples of ways they could use the target language in the future, beyond the school experience.	Examples for Criterion 25: p. 309, act 22, étapes 1-2; p. 310, zoom culture; p. 311, act. 23; pp. 312-313, act. 23, étape 1; p. 315 découvrons 2, découverts
26. Students are provided with role models and/or examples of individuals who use the target language in their lives.	Examples for Criterion 26: p. 6, videoblog; p.58 videoblog; p. 114 videoblog; p. 166 videoblog; p. 220 videoblog

SECTION II & III: Instructional Supports and Monitoring Student Progress	
Key Criteria	EXAMPLES IN TEXT
<b>II - INDICATORS OF QUALITY: Differentiated Instruction</b>	
27. Materials facilitate the planning and implementation of differentiated instruction addressing the needs of identified students. (Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED), and Alternative Education students.)	<p>All J'avance formative assessments are available in Explorer in three versions to meet differentiation needs. (See pp. xxiv-xxv in the teacher edition for an overview of differentiated instruction.) Formative (J'avance) and summative (J'y arrive) assessments are performance-based, allowing students to demonstrate proficiency at a range of levels. Can-Do statements and an online Portfolio allow students to demonstrate proficiency at a range of levels and choose their evidence. The Portfolio allows teachers to provide specific, individual feedback for progressing up the proficiency scale.</p> <p>Many student activities are scaffolded into a series of steps to guide learners to language production; teachers may choose which steps to use based on local needs/preferences.</p> <p>Teacher notes throughout each unit as well as the Instructional Strategies Appendix provide suggestions for varying or differentiating activities. Learning Strategies videos are available in Explorer. The online Instructional Strategies Toolkit provides a variety of strategies to support TAG, ELL, and SPED students. The Toolkit is searchable by these and other tags.</p>
<b>III - INDICATORS OF QUALITY: Instructional Materials</b>	
28. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.	<p>Language functions are presented in context using a discovery method. (See p. 24, Unit 1, Découvrons 1 [Expressing Preferences and What You Are Going to Do]; p. 87, Unit 2, Découvrons 2 [Talking About What You Used to Do]; p. 191, Unit 4, Découvrons 2 [Describing What You Did]; p. 206, Unit 4, Découvrons 3 [Telling Where You Went and How You Got There]; p. 300, Unit 6, Découvrons 2 [Avoiding Repetition Using le, la, and les].)</p> <p>Practice activities are available in Explorer and communicative activities in which learners apply new structures are available in each unit following the Découvrons presentations. (See p. 25, Unit 1, Act. 10 étape 2; p. 88, Unit 2, Act. 16 étape 2; p. 192, Unit 4, Act. 16 étapes 2-3; p. 209, Unit 4, Act. 26 étape 2; p. 302, Unit 6, Act. 19.)</p> <p>The flipped classroom videos for most Découvrons topics enhance language acquisition by providing additional examples and activities. Videos are available for current level and previous level in Explorer. Structure en avant videos provide additional, explicit instruction.</p> <p>Each unit begins with an opportunity to activate prior knowledge in the Rappelle-toi section.</p> <p>Frequent sidebar boxes (Rappel and Détail grammatical) provide just-in-time support for student self-expression and spiral previously taught language functions.</p>

## SECTION II & III | Instructional Supports and Monitoring Student Progress

29. Materials provide explicit, systematic instruction and diagnostic support in listening, reading, speaking and writing the language.	New vocabulary and language functions are presented in context. Learners have opportunities in every unit for listening, reading, speaking, and writing through real-world activities in the three modes of communication. Teachers may choose from a variety of rubrics to meet their needs; the appendices in the teacher edition include Analytic Growth Rubrics for each mode of communication, Holistic Rubrics for each mode of communication, a General J'avance (formative assessment) Rubric, Integrated Performance Assessment (J'y arrive) rubrics for each unit. In Explorer, teachers can also access single-point rubrics for each J'avance formative assessment. Assessment Guidelines and Portfolio Guidelines are available in the Teacher Resources folder.
30. Language/pictures/graphics/media used in texts is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative. <ul style="list-style-type: none"> <li>• Language includes protected classes and historically underserved populations.</li> <li>• Materials provide opportunities to see diverse cultures in significant roles.</li> <li>• Materials make connections to diverse micro-communities (religious, economical, geographical, etc.)</li> </ul>	Wayside uses a Diversity and Inclusion rubric when developing materials to ensure equitable and positive representations. See images on pp. 36, 48, 84, 141-142, 192, 292. Video bloggers (teens and adults) provide unscripted videos to introduce students to everyday life in francophone countries such as Canada, Belgium, France, Cameroon, Reunion Island, Haiti, and the Democratic Republic of Congo. See each unit's Rencontre interculturelle section – pp. 6-9, 58-61, 114-117, 166-169, 220-223, and 274-277 (videos in Explorer).
31. Materials provide ample listening, reading, oral and written practice for students' application and mastery of each standard.	Learners have ample opportunities to listen to, view, or read authentic resources; engage with classmates in pair and group work, and present orally or in writing in real-world contexts. (See p. 81, Unit 2, Act. 12 étape 1 [video in Explorer]; p. 98, Unit 2, Act. 25 étapes 1-3; p. 146, Unit 3, J'avance 2 étape 1; pp. 232-233, Présenter des statistiques [vocabulary in context] and Act, 8 étapes 1-2.)
32. Instructional materials are presented in a teacher-friendly format that is accessible and practical for classroom use by teachers of diverse backgrounds, knowledge, and skill.	The teacher edition is identical to the student edition with overlaid teacher notes that provide guidance and additional information. An Instructional Strategies Appendix provides detailed notes for many activities, and the online Instructional Strategies Toolkit allows teachers to search for appropriate strategies using a variety of tags, such as by mode of communication, skill, proficiency level, group size, Bloom's Taxonomy, special needs, and more. In the FlexText, clicking on the Explorer icon quickly accesses relevant documents, videos, audios, or online quizzes. The FlexText is searchable by text or page number. Additional resources are available in the Teacher Resources folder in Explorer.
<b>IV - INDICATORS OF QUALITY: Assessment and Measuring Progress</b>	
33. Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.	TE Introduction, Assessing Language Performance in Context; Appendix B, rubrics

<p>34. Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:</p> <ul style="list-style-type: none"> <li>• Planning instruction</li> <li>• Providing ongoing feedback to students</li> <li>• Sharing to guardian/parents</li> <li>• Sharing to classrooms, schools/districts</li> </ul>	<p>Assessment Guidelines are available in Explorer and provide guidance for assessing and scoring using rubrics. A variety of student-friendly rubrics is available, including Analytic Growth Rubrics, Holistic Rubrics, specific IPA rubrics for each summative assessment, a General J'avance Rubric for formative assessments, and specific Single-Point Rubrics for each J'avance formative assessment.</p> <p>Each J'avance formative assessment is available in three "tiered" versions in Explorer for differentiation. Can-Do statements clarify learning objectives and allow students to choose evidence to demonstrate and track their growing communicative and intercultural proficiency in an online Portfolio. Teachers can easily provide specific feedback to students through the Portfolio.</p> <p>Self-grading supplementary activities provide immediate feedback to learners and teachers.</p>
<p>35. The materials assess student proficiency using a variety of methods that recognize various perspectives, reflect authentic experiences in students' lives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g., for students who are Talented and Gifted (TAG), English Language Learner (ELL)/Emerging Bilingual (EB), Special Education (SPED) students, and/or Alternative Education Students).</p>	<p>Formative J'avance assessments are performance-based, allowing for real-world tasks that may be completed at a range of proficiency levels, depending on the student. Each J'avance is available in three "tiered" versions – a "bleu" version with extra scaffolding, a "blanc" version that is described in the student edition, and a "rouge" version that will challenge more advanced students. Teachers may use some or all of the étapes in each J'avance or J'y arrive summative assessment, depending on their needs.</p> <p>Supplementary activities (online) for each unit range from language practice to open-ended communicative activities for differentiation.</p>
<p>36. Assessment materials provide multiple opportunities and formats within each unit (e.g., interpersonal, presentational, interpretive, integrated performance) for students to demonstrate skills, content knowledge, and receive feedback on performance.</p>	<p>All J'avance formative assessments are performance based in the three modes of communication; all J'y arrive summative assessments are Integrated Performance Assessments. These assessments provide real-world contexts that allow students to demonstrate skills, knowledge and proficiency. Rubrics are provided for feedback.</p>



SECTION II: Instructional Supports	
Supporting Criteria	EXAMPLES IN TEXT
II - INDICATORS OF QUALITY: Student Engagement	
37. Materials offer authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences.	Culturally relevant and responsive content and materials are designed to appeal to young learners and to support them in taking ownership of their learning of the target language and fostering in them an appreciation for other cultures. (See pp. 232-235, vocabulary presentation with authentic resource, Réflexion interculturelle, act. 8-9, Zoom culture; pp. 135-138, vocab presentation in context, act. 14-16; pp. 140-141, act. 18, Réflexion interculturelle, and teacher notes.)
38. Materials provide opportunities for students to personalize, internalize, and cultivate their learning to promote student agency.	
39. Materials provide relevant examples and connections to students’ lives, with practical applications to their current and future selves.	
40. Materials provide guidance for teachers to support learning activities that are culturally relevant by representing diverse cultures and linguistic backgrounds.	
III - INDICATORS OF QUALITY: Differentiated Instruction	
41. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/ chapter.	Activities build in complexity, e.g. p. 90, act. 18, étape 1, (match); p. 91, act. 18, étape 2, (distinguish); p. 91, act. 19, (compare); p. 93, act. 21, étape 1, (create). Vocabulary is presented in context using authentic resources (pp. 252-260).
42. Materials provide a social-emotional learning connection.	The textbook is framed in evidence-based practices whereby students’ progress can be monitored throughout each unit – teachers assess students and students self-assess. Objective-type assignments that students complete in the Learning Site are automatically scored and teachers can give oral and written feedback. The Teacher Toolkit helps teachers use best practices to deliver instruction and engage students.
43. Materials provide age-appropriate content with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support)	
44. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	All J’avance formative assessments are available in three differentiated formats in Explorer. Teacher notes and the Instructional Strategies Appendix provide guidance for modifying activities. Online supplemental activities provide additional practice.
45. Materials provide access for core instruction, intensification and acceleration, including targeted remediation with proficiency-level content.	Student engagement is supported through the Portfolio and Can-Do statements (choice/autonomy, persistence, self-regulation) and authentic resources (relevance). There are multiple means of representation through multi-modal input (perception), Découvrons (language & symbols), learning strategies for students, strategies for interpretive mode and Rappel-toi section or Rappel boxes (comprehension). In addition, there are multiple means of action and expression through Strategies Toolkit (physical action, options for expression and communication) and a wide variety of types of activities and groupings including the Portfolio (executive functions like goal-setting). See <a href="http://udlguidelines.cast.org/">http://udlguidelines.cast.org/</a>
46. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	

IV - INDICATORS OF QUALITY: Instructional Materials	
47. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	<p>Units are organized into manageable chunks: Rencontre interculturelle unit introduction, Rappelle-toi review, three sections with limited, high-frequency vocab. and one language structure followed by a formative assessment, and a summative assessment. A sample pacing guide and sample lesson plans are provided online.</p> <p>The teacher's edition mirrors the student edition with overlaid notes to provide guidance and further information. The front matter and end matter, including an Instructional Strategies Appendix, give further guidance. In addition, we provide an online, searchable Instructional Strategies Toolkit. The online FlexText adapts to any screen configuration and is updated frequently.</p> <p>Online supplemental activities provide a range of practice activities. Explorer houses our audio and video resources, which include songs, poems, etc. The searchable Instructional Strategies Toolkit includes ideas for games and other learning activities.</p> <p>Supplemental activities online range from simple language practice to open-ended, communicative activities to support the student edition. We offer a wide variety of audio and audiovisual resources to support learning.</p> <p>(See pp. 274-275, Rencontre interculturelle; pp. 140-141, Act. 18; pp. 44-45; Act. 26, p. 284, Vive les vacances alternatives!; 48. p. 26, Act. 11 étape 1; p. 99, Act. 25 étape 2; p. 125, Act. 7 étapes 1-3 (audiovisual); p. 180, Act. 9 étape 1; p. 250, Act. 19 étape 1.)</p> <p>Vocabulary presentations have green headings or dotted lines; sections are consistently named, sidebars are used for support e.g. additional vocab., Détail grammatical, Détail linguistique, Rappel, Stratégies, Can-Do statements, additional cultural images. (See pp. xxxiii-xi).</p> <p>Printing is possible from the FlexText and many resources are provided as PDFs that can be printed or typed into. Wayside provides live and recorded webinars as well as blogs that are available to users at any time.</p>
48. Materials have online listening activities highlighted in the student edition.	
49. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	
50. The teacher's edition is well- organized with practical teaching suggestions at the point of need.	
51. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	
52. Materials include technology supports and resources that extend and enhance learning such as games, songs, forms of art, etc.	
53. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
54. Materials refer students to additional informational resources to enhance their study of language and culture.	
55. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	
56. Culturally-responsive language reflects current events and changes in cultural perspectives.	
57. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.	
58. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).	
59. Materials allow for ongoing and embedded professional development.	
60. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	



<p>61. Materials provide direct access to equitable resources through various levels of technology:</p> <ul style="list-style-type: none"> <li>• Speech to text</li> <li>• Text to speech</li> <li>• Audio books</li> <li>• Digital copies</li> <li>• Interactive companion website</li> </ul>	<p>Language is presented in a logical manner, building on prior skills. Activities are scaffolded from input to output, and review/recycling of key skills is embedded through Rappelle-toi sections and Rappel sidebar boxes. Review is built in through a Rappelle-toi section in each unit that activates prior knowledge while introducing the new unit theme. Teachers may use this section to pre-assess students and/or reintroduce key skills. In addition, Rappel sidebar boxes remind students of previously learned vocabulary that is useful in a new context. Détail linguistique and Détail grammatical sidebar boxes provide additional support.</p>
<p>62. Previously taught skills and strategies are intentionally reviewed, practiced and connected to new skills and knowledge in subsequent lessons.</p>	<p>Students are encouraged to reflect and build critical thinking skills through frequent reflection opportunities. Students reflect on their growing language and intercultural proficiency through Can Do statements and by choosing evidence for their portfolio and reflect on cultural comparisons through the Réflexion interculturelle activities. Learners have ample opportunities to examine authentic resources such as infographics to make cultural comparisons, expanding their critical thinking skills by becoming more aware of their own culture.</p>
<p>63. In addition to providing vocabulary and language support, materials encourage critical thinking skills.</p>	

SECTION III: Monitoring Student Progress	
Supporting Criteria	EXAMPLES IN TEXT
<b>V - INDICATORS OF QUALITY: Assessment and Measuring Progress</b>	
64. Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward grade level outcomes. (proficiency level outcomes/descriptors).	<p>In each unit, the progression of formative and summative assessments draws from all skill areas: listening, speaking, reading and writing. Students use the TL in all three modes of communication: interpretive, interpersonal and presentational.</p> <p>Proficiency-based assessment materials measure student growth and learning and are based on high-interest authentic resources and real-life contexts that are relatable to teens. Lesson activities and assessments are grade-level appropriate and aligned with the Novice-High to Intermediate-Low proficiency-levels, reflected in the Can-Do Statements, Holistic and Analytic Rubrics.</p> <p>Assessment item banks for each unit allow teachers to choose from a range of content and contexts. Formative and summative assessment content includes a variety of formats that students have experienced in previous learning segments of the unit so that assessment mirrors instruction. In the Learning Site, teachers can provide students with timely feedback in writing, and with audio and video on students' completed assignments. Students can submit assignments to other Learning Management Systems from the Learning Site.</p>
65. Assessment materials use varied modalities of instruction that reflect authentic experiences.	
66. The materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level / proficiency level expectations.	
67. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.	
68. Item bank must include selected response, constructed response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.	
69. Materials provide online assessments aligned to Oregon State Standards and ACTFL, offering a variety of assessment options.	
70. Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, cartoons, graphs, maps, test bank) in order to correspond to multiple electronic grade book platforms.	
71. Assessment materials provide teachers with a range of data to inform instruction that can interface with common learning management systems/electronic gradebook platforms (e.g.: Canvas, Schoology, Google Classroom.)	
72. Assessment materials use varied modalities of instruction that reflect authentic experiences.	