

SECTION I | Alignment to the 2020 Oregon Instructional Materials Criteria

SECTION I: Alignment to the 2020 Oregon Instructional Materials Criteria	
Key Criterion 1-10: Communication	EXAMPLES IN TEXT
1. Materials provide learners with strategies to help them become proficient listeners, speakers, readers, and writers of the target language.	Examples for Criterion 1: p. 145, Stratégies, La communication écrite formelle (Audiovisual/Video in Explorer); p. 238-239, Act. 20, Ét. 1-2 (PDF in Explorer); p. 78, Découvrons 1, Découvertes; p. 178-179, Act. 15, Ét. 1-2 (Audio/Audio in Explorer); p. 134-135, Act. 15, Ét. 1-2 (Audio/Audio & PDF in Explorer)
2. Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical.	Examples for Criterion 2: p. 181, Comment dit-on? 2; p. 168, Comment dit-on? 1; p. 82, Comment dit-on? 2; p. 85-86, Comment dit-on? 2, Les responsabilités, & Act. 20; p. 129, Découvrons 1, Découvertes (Audiovisual/Video in Explorer)
3. The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable.	Examples for Criterion 3: p. 133, Comment dit-on? 2; p. 199, Découvrons 3, Découvertes; p. 20, Les activités entre ami(e)s; p. 35, Découvrons 2, Découvertes; p. 74, Les inconvénients
4. The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive.	Examples for Criterion 4: p. 125, Je prends mon avenir en main!; p. 129, Découvrons 1; Découvertes; p. 139, Découvrons 2, Découvertes; p. 146-147, Découvrons 3, Découvertes; p. 164-165, Rappelle-toi
5. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Examples for Criterion 5: p. 69, Act. 7, Ét. 1-3; p. 94-95, Act. 26, Ét. 1-3; p. 93, Act. 25, Ét. 1-4 (PDF in Explorer); p. 28-29, Act. 17, Ét. 1-3 (PDF in Explorer); p. 101, Act. 30, Ét. 1-2 (Audiovisual/Video & PDF in Explorer)
6. There is a balance between listening, speaking, reading, and writing across the three modes. (Interpretive/Interpersonal/Presentational)	Examples for Criterion 6: p. 69, Act. 7, Ét. 1-3; p. 165-166, Act. 5, Ét. 1-4 (Audiovisual/Video & PDF in Explorer); p. 101, Act. 30, Ét. 1-2 (Audiovisual/Video & PDF in Explorer); p. 134-135, Act. 15, Ét. 1-2 (Audio/Audio & PDF in Explorer); p. 142, J'avance 2, Ét. 1-3 (PDF in Explorer)
7. There is ample text and audio comprehensible input about relevant and engaging themes and a variety of meaningful activities that provide opportunities for individual, paired and cooperative learning activities.	Examples for Criterion 7: p. 63-64, Act. 3, Ét. 1-2; p. 74-76, Comment dit-on? 2 & Act. 11, Ét. 1-4; p. 165-166, Act. 5, Ét. 1-4 (Audiovisual/Video & PDF in Explorer); p. 150, Act. 26 (Audiovisual/Video & PDF in Explorer); p. 168-170, Comment dit-on? 1 & Act. 8, Ét. 1-3 (PDF in Explorer)
8. Activities are appropriate for age level and proficiency level.	Examples for Criterion 8: p. 94-95, Act. 26, Ét. 1-3; p. 169-170, Act. 8, Ét. 1-3 (PDF in Explorer); p. 63-64, Act. 3, Ét. 1-2 (Audiovisual/Video & PDF in Explorer); p. 165-166, Act. 5, Ét. 1-4 (Audiovisual/Video & PDF in Explorer); p. 230-231, Comment dit-on? 2 & Act. 14-15 (PDF in Explorer)

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9. 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 9: p. 65, Act. 5, Ét. 1-3 (Audio/Audio in Explorer); p. 122-124, Act. 9, Ét. 1-4 (PDF in Explorer); p. 149, Act. 24; p. 186-187, Act. 21, Ét. 1; p. 226, Act. 11
10. Materials require students to do more than rote memorization and recall.	Examples for Criterion 10: p. 75-76, Act. 11, Ét. 1-4 (PDF in Explorer); p. 182, Act. 18, Ét. 1-2 (PDF in Explorer); p. 231, Act. 14, Ét. 1-2 (PDF in Explorer) & Act. 15; p. 86, Act. 20; p. 273, Act. 15, Ét. 1-3 (Audiovisual/Video & PDF in Explorer)
Key Criterion 11-17: Culture	EXAMPLES IN TEXT
11. There is a wide variety of authentic, culturally sensitive, and non-stereotypical current visual images of the target culture(s).	Examples for Criterion 11: p. 7, Rencontre interculturelle & Act. 1; p. 112-113, Rencontre interculturelle & Act. 1; p. 222-223; Act. 9; p. 270; J'avance 1; p. 226, Act. 11; p. 213, Rencontre interculturelle & Act. 1
12. There is a broad and diverse representation of countries presented. If the target language is spoken in one country, regional cultural differences in dialect and idiom are represented.	Examples for Criterion 12: p. 60-61, Rencontre interculturelle & Act. 1; p. 112-113, Rencontre interculturelle, Act. 1, & Réflexion interculturelle; p. 230, Comment dit-on? 2; p. 256, Act. 2 (Audiovisual/Video & PDF in Explorer); p. 160-161, Rencontre interculturelle & Act. 1
13. Cultural information is interesting, relevant, and age- and proficiency-level appropriate.	Examples for Criterion 13: p. 198, Zoom culture; p. 71, Zoom culture & Réflexion interculturelle; p. 240, Zoom culture & Réflexion interculturelle; p. 160-161, Rencontre interculturelle & Act. 1; p. 266, Zoom culture & Réflexion interculturelle
14. Materials explore the diversity of distinct cultures and individuals that share the target language (including, but not limited to dialect and idioms).	Examples for Criterion 14: p. 2-3, Bienvenue!; p. 8-9, Act. 2, Ét. 1-3 (Audiovisual/Video & PDF in Explorer); p. 112-113, Rencontre interculturelle & Act. 1; p. 254-255, Rencontre interculturelle & Act. 1; p. 45, Détail linguistique; p. 230, Comment dit-on? 2; p. 60-61, Rencontre interculturelle
15. Materials promote learners' reflection of their own culture.	Examples for Criterion 15: p. 62, Réflexion interculturelle; p. 82-83, Comment dit-on? 2, Act. 18, Ét. 1-2, & Réflexion interculturelle; p. 128, Zoom culture & Réflexion interculturelle; p. 71, Zoom culture & Réflexion interculturelle
16. Connections are made between the target cultural practices and perspectives.	Examples for Criterion 16: p. 148, Zoom culture; p. 198, Zoom culture; p. 71, Zoom culture & Réflexion interculturelle; p. 188, Zoom culture; p. 172, Zoom culture & Réflexion interculturelle
17. Activities are appropriate for age level and proficiency level.	Examples for Criterion 17: p. 8-9, Act. 2, Ét. 1-3; p. 74-76, Comment dit-on? 2 & Act. 11, Ét. 1-4; p. 169-170, Act. 8, Ét. 1-3; p. 65, Act. 5, Ét. 1-3 (Audio/Audio & PDF in Explorer); p. 17-18, Act. 10, Ét. 1-4 (Audiovisual/Video & Materials in Explorer)

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Key Criterion 18-19: Connections	EXAMPLES IN TEXT
18. The materials provide opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.	Examples for Criterion 18: p. 296-197, J'y arrive (Audiovisual/Video & Materials in Explorer); p. 195-197, Act. 26, Ét. 1-2 (Audiovisual/Video & PDF in Explorer); p. 101, Act. 30, Ét. 1-2 (Audiovisual/Video and Materials in Explorer); p. 178-179, Act. 15, Ét. 1-2; p. 108-109, J'y arrive (Materials in Explorer)
19. 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 19: p. 101, Act. 30, Ét. 1-2 (Audiovisual/Video and Materials in Explorer); p. 102 Act. 32 (PDF in Explorer); p. 223, Act. 9, Ét. 1-2 (Materials in Explorer); p. 224, Act. 10, Ét. 1-2 (PDF in Explorer); p. 164-165, Act. 4, Ét. 1-3 (PDF in Explorer)
Key Criterion 20-22: Comparisons	EXAMPLES IN TEXT
20. Students are asked to compare and contrast the linguistic and cultural similarities and differences between the products, practices, and perspectives of own culture and those of the target culture.	Examples for Criterion 20: p. 71, Zoom culture & Réflexion interculturelle; p. 82-84, Comment dit-on?2, Act. 18, Ét. 1-2, & Réflexion interculturelle; p. 223, Act. 9, Ét. 1-2 (Materials in Explorer); p. 198, Zoom culture & Réflexion interculturelle; p. 84, Zoom culture & Réflexion
21. Students are asked to look at their own language and compare it linguistically to the target language.	Examples for Criterion 21: p. 96, Zoom culture; p. 199, Détail linguistique; p. 15, Zoom culture & Réflexion interculturelle; p. 24, Détail linguistique; p. 28, Détail linguistique; p. 143, Détail linguistique
22. Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.	Examples for Criterion 22: p. 108-109, J'y arrive (Materials in Explorer); p. 32-33, Act. 20, Ét. 1-3 (PDF in Explorer); p. 77, Act. 13, Ét. 1-3 (PDF in Explorer); p. 281, Act. 21 & 22 (PDF in Explorer); p. 268, Act. 10 (PDF in Explorer)
Key Criterion 23-25: Communities	EXAMPLES IN TEXT
23. The materials provide opportunities for students to engage in collaborative activities in local and global communities.	Examples for Criterion 23: p. 108-109, J'y arrive (Materials in Explorer); p. 187, Act. 22, Ét. 1-3 (PDF in Explorer); p. 203, J'avance 3, Ét. 1-3 (Audiovisual/Video & PDF in Explorer); p. 278, J'avance 2, Ét. 1-3 (PDF in Explorer); p. 289, J'avance 3, Ét. 1-3 (PDF in Explorer)
24. The materials provide information about how students can use the target language for enjoyment, enrichment, and advancement in the future and beyond the school experience.	Examples for Criterion 24: p. 145, Act. 23, Ét. 1-2 (Materials in Explorer); p. 151, J'avance 3, Ét. 1-3 (Audio/Audio & PDF in Explorer); p. 156-157, J'y arrive, Interpretive & Presentational Assessment (PDF in Explorer); p. 180, J'avance 1, Ét. 1-3 (Materials in Explorer); p. 289, J'y arrive, Interpretive, Interpersonal, & Presentational Assessments; p. 263, Act. 6 & Détail linguistique
25. Students learn about individual role models who use the target language in their lives.	Examples for Criterion 25: p. 8-9, Act. 2, Ét. 1-2 (Audiovisual/Video in Explorer); p. 112-113, Rencontre interculturelle & Act. 1; p. 160-161, Rencontre interculturelle; p. 266, Zoom culture; p. 214-215, Act. 2, Ét. 1-2 (Audiovisual/Video in Explorer)

SECTION II & III | Instructional Supports and Monitoring Student Progress

SECTION II & III: Instructional Supports and Monitoring Student Progress	
Key Criteria	EXAMPLES IN TEXT
II - INDICATORS OF QUALITY: Differentiated Instruction	
26. 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 formative assessments (J'avance) are available in Explorer in three versions to meet differentiation needs. See p. xxii-xxiii 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 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 (see p. 17-18, act. 10); teachers may choose which steps to use based on the needs and preferences of their students. Teacher notes throughout each unit as well as the Instructional Strategies Appendix provide suggestions for activity differentiation and extension and flexible grouping (see p. 165 in the teacher edition). 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> <p>Units are designed to build a sense of community among students, which promotes risk-taking and collaboration. Tasks are respectful and promote student choice. Supplementary resources and activities are available in Explorer.</p>
III - INDICATORS OF QUALITY: Instructional Materials	
27. 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. 88, Découvrons 2 [Décrire les actions hypothétiques]; p. 139, Découvrons 2 [Exprimer ce qui arrivera peut-être]; p. 176, Découvrons 1 [Exprimer ce qu'il est nécessaire de faire]; p. 199, Découvrons 3 [Exprimer ce que nous savons, ce que nous connaissons et qui nous connaissons]; p. 235, Découvrons 2 [Exprimer des généralités et des opinions (2ème partie)].)</p> <p>Communicative activities in which learners apply new structures are available in each unit following the Découvrons presentation. (See p. 23, Act. 14 (Audiovisual/Video & PDF in Explorer); p. 23, Act. 15-16, Ét. 1-2 (Audio & PDF in Explorer); p. 101, Act. 30, Ét 1-2 (Audiovisual/Video & PDF in Explorer); p. 101, Act. 31; p. 190-191, Act. 23 & 24 (Materials in Explorer).)</p> <p>The flipped classroom videos for most Découvrons topics enhance language acquisition by providing additional examples and activities. Videos are available for the current and previous levels in Explorer.</p> <p>Each unit begins with an opportunity to activate prior knowledge in the Rappelle-toi section. Frequent sidebar boxes (Rappel, Expressions utiles, Détail grammatical, and Détail linguistique) 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

<p>28. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening.</p>	<p>New vocabulary and language functions are presented in context. (See p. 68, Comment dit-on? 1; p. 133, Comment dit-on? 2; p. 146-147, Découvrons 3; p. 199, Découvrons 3; p. 276, Découvrons 2).</p> <p>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, and Integrated Performance Assessment (J'y arrive) rubrics for each unit. 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.</p>
<p>29. Language/pictures/graphics/media in the curricular materials are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative.</p> <ul style="list-style-type: none"> • Language includes protected classes and historically underserved populations. • Materials provide opportunities to see diverse cultures in significant roles. • Materials make connections to diverse micro-communities (religious, economical, geographical, etc.) 	<p>Wayside uses a Diversity and Inclusion rubric when developing materials to ensure equitable and positive representations. (See images on p. 22, 138, 164, 177, 196, 223, 233, 266)</p> <p>Video bloggers (teens and adults) provide unscripted videos to introduce students to everyday life in francophone countries and regions such as Senegal, Martinique, Belgium, Quebec, France, Rwanda, and Laos. See each unit's Rencontre interculturelle section [See p. 6-9, 60-64, 112-116, 160-163, 212-216, 254-257 (videos in Explorer)].</p>
<p>30. Materials provide appropriate, ample educational opportunities for students to apply, practice, and master each standard.</p>	<p>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. 17-18, Act. 10, Ét. 1-4 (Audiovisual/Video & PDF in Explorer); p. 23-24, Act. 15, Ét. 1-2 (Audio/Audio & PDF in Explorer); p. 32-33, Act. 20, Ét. 1-3 (PDF in Explorer); p. 72-73, Act. 9, Ét. 1-3 (Audiovisual/Video & PDF in Explorer); p. 181-182, Comment dit-on? 2 & Act. 18, Ét. 1-2 (PDF in Explorer).</p>
<p>31. 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.</p>	<p>The teacher edition is identical to the student edition with overlaid teacher notes that provide guidance and additional information (e.g. p. 10-11, 12, 34-35, 64-65, 193-194). 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 (e.g. by mode of communication, skill, proficiency level, group size, Bloom's Taxonomy, special needs, etc.). 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.</p>

IV - INDICATORS OF QUALITY: Assessment and Measuring Progress

32. 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
33. Assessment materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for: <ul style="list-style-type: none"> • Planning instruction • Providing ongoing feedback to students • Sharing to guardian/parents • Sharing to classrooms, schools/districts 	<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.</p> <p>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>
34. Materials assess student proficiency using a variety of methods that recognize various perspectives, 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, Heritage Speakers, and/or Alternative Education Students).	<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 formative (J'avance) or summative (J'y arrive) assessment, depending on their needs.</p> <p>Supplementary activities in Explorer for each unit range from language practice to open-ended communicative activities for differentiation.</p>
35. 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.	<p>All formative (J'avance) assessments are performance based in the three modes of communication; all summative (J'y arrive) 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> <p>See p. 81, J'avance 1, Ét. 1-3 (Audio & Materials in Explorer); p. 192, J'avance 2, Ét. 1-3 (PDF in Explorer); p. 289, J'avance 3, Ét. 1-3 (PDF in Explorer); p. 208-209, J'y arrive (PDF in Explorer); p 56, J'y arrive (Audiovisual/Video & PDF in Explorer).</p>

SECTION II: Instructional Supports	
Supporting Criteria	EXAMPLES IN TEXT
II - INDICATORS OF QUALITY: Student Engagement	
36. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences.	Culturally relevant and responsive content and materials are designed to appeal to young learners, to support them in taking ownership of their learning of the target language, and to foster in them an appreciation for other cultures. (See Learning Site Explorer Portfolio; p. 84, Can-Do Statements; p. 46, Réflexion interculturelle; p. 128, Réflexion interculturelle, p. 148, Réflexion interculturelle).
37. Materials provide opportunities for students to personalize, internalize, and take ownership of their learning.	
38. Materials provide opportunities for students to personalize, internalize, and take ownership of their learning.	
39. Materials provide guidance for teachers to support culturally responsive/ relevant learning activities that address: <ul style="list-style-type: none"> • Diverse cultures with various linguistic backgrounds • Different learning styles and a range of interests • Students with special needs 	

III - INDICATORS OF QUALITY: Differentiated Instruction	
40. Materials provide varied Depth of Knowledge (D.O.K.) activities.	Activities build in complexity (see p. 65, Act. 5, Ét. 1-3 (Audio/Audio & PDF in Explorer; p. 77, Act. 13, Ét. 1-3 (PDF in Explorer); p. 75-76, Act. 11, Ét. 1-4 (PDF in Explorer); p. 165-166, Act. 5, Ét. 1-4 (Audiovisual/Video & PDF in Explorer). Vocabulary is presented in context using authentic resources (see p. 168, Comment dit-on? 1; p. 85, Les responsabilités; p. 82, Les droits).
41. Materials provide a social-emotional learning connection.	
42. Materials provide multiple tiers of access to proficiency-level content. (MTSS: Multi-Tiered Systems of Support)	
43. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	Réflexion interculturelle activities encourage students to reflect on their own experiences and make connections to their own lives (see p. 71, Réflexion interculturelle; p. 172, Réflexion interculturelle; p. 72-73, Act. 9, Ét. 1-2 (Audiovisual/Video & PDF in Explorer). Activities provide ample opportunities to share experiences and perspectives in whole-class, small-group, and partner activities (See p. 77, Act. 13, Ét. 2-3 (PDF in Explorer; p 98, Act. 28, Ét. 2 (PDF in Explorer); p. 274, Act. 16, Ét. 2).
44. Materials provide access for core instruction, intensification, and acceleration, including targeted remediation with proficiency-level content.	<p>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.</p> <p>All J'avance formative assessments are available in three differentiated formats in Explorer. Teachers notes and the Instructional Strategies Appendix provide guidance for modifying activities. Online supplemental activities provide additional practice. Graphic organizers provide students support in many activities (See p. 137, Act. 16 (Audiovisual/Video & PDF in Explorer; p. 255, Act. 1, Ét. 1-2 (PDF in Explorer); p. 93, Act. 25, Ét. 1-3 (PDF in Explorer); p. 86, Act. 21, Ét. 2 (Audiovisual/Video in Explorer).</p> <p>Meets the UDL guidelines for providing multiple means of engagement, multiple means of representation, and multiple means of action and expression in both print and digital formats/platforms. 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 Rappelle-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).</p>
45. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	

IV - INDICATORS OF QUALITY: Instructional Materials	
46. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	<p>Each unit is organized into manageable chunks: Rencontre interculturelle unit introduction, Rapelle-toi review, three sections with limited high-frequency vocabulary and one language structure followed by a formative assessment, and a summative assessment.</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 and Instructional Strategies Appendix, give further guidance. The online FlexText adapts to any screen configuration and is updated frequently.</p> <p>Explorer houses our audio and video resources. The searchable Instructional Strategies Toolkit includes ideas for games and other learning activities.</p> <p>Online supplemental activities provide a range of practice activities from simple language practice to open-ended communicative activities to support the student edition.</p> <p>Vocabulary presentations are clearly marked with green headings or dotted lines. Unit sections are consistently named. Sidebars provide additional support (e.g. additional vocab, Détail grammatical, Détail linguistique, Rappel, Stratégies, Can-Do statements, additional cultural images. (See p. xxx-xxx in the Teacher Edition).</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 any time.</p> <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 a 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.</p>
47. Materials have online listening activities highlighted in the student edition.	
48. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	
49. The teacher's edition is well-organized with practical teaching suggestions at the point of need.	
50. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	
51. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.	
52. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
53. Materials refer students to additional informational resources to enhance their study of language and culture.	
54. Materials allow for stakeholder engagement, inviting participation from parents/community.	
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.	

SECTION II | Instructional Supports

60. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	
61. Materials provide direct access to equitable resources through various forms of technology available in multiple languages: <ul style="list-style-type: none"> • Speech to text • Text to speech • Audio books • Digital copies 	

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62. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	<p>Each unit is organized into manageable chunks: Rencontre interculturelle unit introduction, Rapelle-toi review, three sections with limited high-frequency vocabulary and one language structure followed by a formative assessment, and a summative assessment.</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 and Instructional Strategies Appendix, give further guidance. The online FlexText adapts to any screen configuration and is updated frequently.</p> <p>Explorer houses our audio and video resources. The searchable Instructional Strategies Toolkit includes ideas for games and other learning activities.</p> <p>Online supplemental activities provide a range of practice activities from simple language practice to open-ended communicative activities to support the student edition.</p> <p>Vocabulary presentations are clearly marked with green headings or dotted lines. Unit sections are consistently named. Sidebars provide additional support (e.g. additional vocab, Détail grammatical, Détail linguistique, Rappel, Stratégies, Can-Do statements, additional cultural images. (See p. xxx-xxx in the Teacher Edition).</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 any time.</p> <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 Rappel-toi sections and Rappel sidebar boxes. Review is built in through a Rappel-toi section in each unit that activates prior knowledge while introducing a 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.</p>
63. Materials have online listening activities highlighted in the student edition.	
64. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	
65. The teacher's edition is well-organized with practical teaching suggestions at the point of need.	
66. Materials offer a digital FlexText. (E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	
67. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.	
68. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
69. Materials refer students to additional informational resources to enhance their study of language and culture.	
70. Materials allow for stakeholder engagement, inviting participation from parents/community.	
71. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	
72. Culturally-responsive language reflects current events and changes in cultural perspectives.	
73. Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.	
74. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).	
75. Materials allow for ongoing and embedded professional development.	

SECTION II | Instructional Supports

76. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	
77. Materials provide direct access to equitable resources through various forms of technology available in multiple languages: <ul style="list-style-type: none"> • Speech to text • Text to speech • Audio books • Digital copies 	

IV - INDICATORS OF QUALITY: Assessment and Measuring Progress

78. Materials use a balanced approach to assessment (formative, summative, peer, self, etc.) that measure student progress toward proficiency outcomes.

79. Assessment materials use varied modalities of instruction that reflect authentic experiences.

80. Assessment options include selected/constructed/extended 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.

81. Assessments provide multiple opportunities for students to demonstrate and receive descriptive feedback on performance.

82. Assessment materials allow teachers to access, revise/edit, share, and print from digital sources to create and/or modify assessments.

83. 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.)

84. Materials provide online assessments aligned to ACTFL and Oregon State Standards and offer a variety of assessment options.

85. Assessment materials use varied modalities of instruction that reflect authentic experiences.

In each unit, the progression of formative and summative performance-based 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.

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-High proficiency levels, reflected in the Can-Do Statements, Holistic and Analytic Rubrics.

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.

Learners can maintain an online Portfolio to self-assess, reflect, and upload evidence for each Can-Do statement displayed alongside activities in the Student Edition.

p. 156-157, J'y arrive, Interpretive, Interpersonal, and Presentational Assessments (Materials in Explorer); p. 151, J'avance 3, Ét. 1-3 (Materials in Explorer); p. 151, Mon progrès communicatif (Can-Do statements); p. 142, J'avance 2, Ét. 1-3 (Materials in Explorer); p. 141-142, Mon progrès communicatif (Can-Do Statements)