

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. 364-366, Appendix C, Estrategías para estudiantes; Explorer, (Content, Recursos, Videos, Learning Strategies, EntreCulturas 3) Interpretive Print/Reading Strategies; Explorer, (Content, Recursos, Videos, Learning Strategies, EntreCulturas 3) Intercultural Communication: Speaking; Explorer, (Content, Recursos, Videos, Learning Strategies, EntreCulturas 2) Interpretive Reading & Listening; Explorer, (Content, Recursos, Videos, Learning Strategies, EntreCulturas 3) Connectors & Sequencing Words
2. Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical.	Examples for Criterion 2: p. 34, act. 7; p. 64, act. 1; p. 146, Observa 2 and p. 150, act. 8, paso 3; p. 211, act. 10; p. 237, act. 4; p. 285, Observa de nuevo and p. 288, act. 2, paso 3
3. The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable.	Examples for Criterion 3: p. 14, Observa de nuevo with p. 16, act. 2, paso 4; p. 87, Así se dice 2; p. 153, Así se dice 4; p. 179, Observa with p. 181, act. 2, paso 3; p. 186, Así se dice 2
4. The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive.	Examples for Criterion 4: p. 79, U2, Recuerda: el presente perfecto with p. 98, Observa: Describir objetos, lugares o personas (uso del participio pasado como adjetivo); p. 182, U4, Expresiones de emoción que siempre usan el subjuntivo with p. 179, Observa: Expresar emoción o deseo sobre una acción completa; p. 175, U4, Así se dice 1 (La solidaridad) recycled from EntreCulturas 3, U2 and U6; p. 227, U5, Así se dice 1 (Los problemas ambientales) recycled from EntreCulturas 3, U4; p. 280, U6, Así se dice 1 (La medicina tradicional y moderna) recycled from EntreCulturas 2, U4
5. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Examples for Criterion 5: p. 15, act. 2; p. 75, act. 4; p. 144, act. 7; p. 211, act. 10; p. 230, act. 2
6. There is a balance between listening, speaking, reading, and writing across the three modes. (Interpretive/Interpersonal/Presentational).	Examples for Criterion 6: p. 26, act. 6; p. 93, act. 9; p. 120, act. 1; p. 266, act. 11; p. 296, act. 6
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. 15, act. 2; p. 37, act. 8, paso 2; p. 132, act. 4; p. 182, act. 3; p. 242, act. 6
8. Activities are appropriate for age level and proficiency level.	Examples for Criterion 8: p. 21, act. 4; p. 77, act. 5; p. 154, act. 10; p. 196, act. 7; p. 237, act. 4

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: Explorer, Instructional Strategies Toolkit; p. 64, act. 1; p. 124, act. 2; p. 161, act. 12; p. 288, act. 3, paso 4 (TE Note)
10. Materials require students to do more than rote memorization and recall.	Examples for Criterion 10: p. 25, act. 5; p. 99, act. 10; p. 135, act. 5; p. 192, act. 6; p. 263, act. 10
<b>Key Criterion 11-17: Culture</b>	<b>EXAMPLES IN TEXT</b>
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. 68, act. 2; p. 143, Así se dice 3; p. 160, act. 11, paso 3; p. 206, act. 9; p. 286, act. 2
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: pp. 45, act. 10; . 72, act. 3; p. 139, act. 6; p. 216, act. 12; p. 249, act. 7
13. Cultural information is interesting, relevant, and age- and proficiency-level appropriate.	Examples for Criterion 13: p. 12, Encuentro cultural; p. 90, Encuentro cultural; p. 138, Encuentro cultural; p. 181, Encuentro cultural; p. 284, Encuentro cultural
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. 48, act. 11; p. 88, act. 7; p. 120, act. 1; p. 188, act. 5; p. 268, act. 12
15. Materials promote learners' reflection of their own culture.	Examples for Criterion 15: p. 39, Encuentro cultural; p. 73, act. 3, paso 4; p. 130, Reflexión intercultural; p. 240, Reflexión intercultural; p. 290, ¿Qué aprendiste?
16. Connections are made between the target cultural practices and perspectives.	Examples for Criterion 16: p. 12, Encuentro cultural; p. 96, ¿Qué aprendiste?; p. 140, ¿Qué aprendiste?; p. 138, Encuentro cultural; p. 235, ¿Qué aprendiste?
17. Activities are appropriate for age level and proficiency level.	Examples for Criterion 17: p. 50, act 12; p. 102, act. 11; p. 130, act. 6; p. 152, act. 9; p. 233, act 3

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. 161, act. 12; p. 196, act. 7; p. 228, act. 1; p. 282, act. 1; p. 306, act. 8;
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. 34, act. 7; p. 40, act. 9; p. 106, act. 12; p. 241, act. 5; p. 314, act. 11
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. 10, act. 1; p. 28, act. 6; p. 54, act. 1; p. 68, act. 2; p. 286, act. 2
21. Students are asked to look at their own language and compare it linguistically to the target language.	Examples for Criterion 21: p. 15, Variedad lingüística; p. 161, act. 12; p. 176, act. 1; p. 249, Variedad lingüística; p. 309, act. 9
22. Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.	Examples for Criterion 22: p.17, act. 3; p. 1776, act. 1; p. 201, act. 8; p. 214, act. 11; p. 304, act. 77
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. 79, Reflexión intercultural; p. 170, Evaluación integrada; p. 181, Encuentro cultural; pp. 190-191, act. 5, paso 4; p. 235, Reflexión intercultural
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. 58, Evaluación integrada; p. 164, ¿Qué aprendiste?; p. 260, Encuentro cultural; p. 272, En camino B; p. 288, act. 2, paso 4
25. Students learn about individual role models who use the target language in their lives.	Examples for Criterion 25: p. 34, act. 7; p. 120, act. 1; p. 157, act. 11; p. 214, act. 11; p. 296, act. 6

SECTION II & III: Instructional Supports and Monitoring Student Progress	
Key Criteria	EXAMPLES IN TEXT
<b>II - INDICATORS OF QUALITY: Differentiated Instruction</b>	
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.)	Tiered formative assessments & rubrics, ¿Qué aprendiste?; Explorer portfolio; Explorer Extensión activities; Explorer Assignments (assign tasks to individual students); Instructional Strategies Toolkit
<b>III - INDICATORS OF QUALITY: Instructional Materials</b>	
27. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.	p. 15, act. 2; p. 102, act. 11; p. 147, act. 8; p. 180, act. 2; p. 266, act. 11
28. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening.	p. 36, act. 8; p. 68, act. 2; p. 191, act. 6; p. 230, act. 2; p. 306, act. 8
29. 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>	p. 75, act. 4; p. 157, act. 11; p. 206, act. 9; p. 249, act. 7; p. 286, act. 2

<p>30. Materials provide appropriate, ample educational opportunities for students to apply, practice, and master each standard.</p>	<p>p. 45, act. 10; p. 151, act. 9; p. 182, act. 3; p. 241, act. 5; p. 312, act. 10</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>Instructional Strategies Toolkit; TE notes; Analytic Growth Rubrics; Performance Assessment Guidelines; Portfolio Guidelines</p>
<p><b>IV - INDICATORS OF QUALITY: Assessment and Measuring Progress</b></p>	
<p>32. Student assessment is aligned with Oregon’s adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.</p>	<p>Appendix A, Can-do Statements; Analytic Growth Rubrics; Integrated Performance Assessment Rubrics; Portfolio; Assessing Language Performance in Context</p>
<p>33. 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>Portfolio; Explorer Gradebook; Analytic Growth Rubrics; Holistic Rubrics; Proficiency Trackers</p>
<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>	<p>Each unit contains an array of assessments with tiered formative assessments, ¿Qué aprendiste?; samples from Unidad 2 – p. 73, ¿Qué aprendiste?; p. 84, ¿Qué aprendiste?; p. 31, En camino A; p. 96, ¿Qué aprendiste?; p. 108, ¿Qué aprendiste?; p. 109, En camino B; p. 114, Evaluación integrada</p>
<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>	<p>Each unit contains an array of assessments with tiered formative assessments, ¿Qué aprendiste?; samples from Unidad 5 – p. 235, ¿Qué aprendiste?; p. 245, ¿Qué aprendiste?; p. 246, En camino A; p. 261, ¿Qué aprendiste?; p. 268, ¿Qué aprendiste?; p. 2772, En camino B; p. 276, Evaluación integrada</p>

SECTION II: Instructional Supports	
Supporting Criteria	EXAMPLES IN TEXT
<b>II - INDICATORS OF QUALITY: Student Engagement</b>	
36. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences.	p. 58, act. 2; p. 255, act. 9; Explorer Portfolio; Proficiency Trackers; TE Edition, Introductory Material
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"> <li>• Diverse cultures with various linguistic backgrounds</li> <li>• Different learning styles and a range of interests</li> <li>• Students with special needs</li> </ul>	
<b>III - INDICATORS OF QUALITY: Differentiated Instruction</b>	
40. Materials provide varied Depth of Knowledge (D.O.K.) activities.	TE Introduction Approaches to Learning (Integrated Differentiated Instruction; Heritage Learners); Tiered formative assessments (¿Qué aprendiste?) & Analytic/Holistic rubrics; Explorer, Resources, Graphic Organizers; p. 93, act. 9; p. 295, act. 5
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.	
44. Materials provide access for core instruction, intensification, and acceleration, including targeted remediation with proficiency-level content.	
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>The online Learning Site contains the digital textbook FlexText as well as the online resources and activities in Explorer. Online reading, listening, and viewing tasks are identified with an icon in the student edition. Students can access the FlexText on their device and seamlessly navigate from it to the accompanying online video and audio resources, as well as teacher assignments and supplemental activities. Students can complete online activities, assessments, and access their language portfolio. Teacher edition has easy to use guidance by activities at point of need. (Additional Teacher support in Instructional Strategies Appendix, online Teacher Resources, and Instructional Strategies Toolkit.)</p> <p>p. 340, reflexion intercultural                      p. 340, estrategias                      p. 121, enfoque cultural                      p. 337, reflexion intercultural</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.	
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"> <li>• Speech to text</li> <li>• Text to speech</li> <li>• Audio books</li> <li>• Digital copies</li> </ul>	

IV - INDICATORS OF QUALITY: Instructional Materials	
62. Materials include current, authentic and culturally sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	<p>The online Learning Site contains the digital textbook FlexText as well as the online resources and activities in Explorer. Students can access the FlexText on their device and seamlessly navigate from it to the accompanying online video and audio resources, PDF documents, and embedded activities and supplemental activities. Students can complete activities and assessments online. They also access their language portfolio digitally. Learners and teachers have access to a resource folder online with a variety of supports including graphic organizers, rubrics, can-do statements, learning strategies videos, and grammar videos, etc. Icons in the FlexText and hardcover textbook indicate activity type, communication mode, and availability of online resources.</p> <p>p. 139, act. 6; p. 139, Para saber más; Explorer, act. 6, paso 2, video; Explorer, act. 6, paso 3, Quiz (email); Explorer, act. 6, paso 4, Quiz (simulated conversation); Explorer, act. 6, Reflexión intercultural, Forum</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.	
76. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	



IV - INDICATORS OF QUALITY: Assessment and Measuring Progress	
77. Materials provide direct access to equitable resources through various forms of technology available in multiple languages: <ul style="list-style-type: none"> <li>• Speech to text</li> <li>• Text to speech</li> <li>• Audio books</li> <li>• Digital copies</li> </ul>	<p>Units are designed using principles of backward design, laying out what students should be expected to know and be able to do by the end of the unit. Then, assessments are designed to measure student learning, and finally, the tasks and activities learners prepare students for success on the summative assessment. Units are divided into a series of smaller vocabulary-and grammar-focused sections, which give students the input they need to complete the contextualized tasks. The intentionality of design of the tasks and their articulation to the summative assessment, provides a strong foundation for mastery learning instructional approaches. EntreCulturas is proficiency-based, so teachers can have students complete entire assessments, or portions of an assessment, more than once to demonstrate proficiency. In the online Explorer, teachers can set the number of attempts allowable for activities ranging anywhere from 1 to 100+ possible attempts to support mastery learning. There are graded and non-graded practice opportunities in order for students to have continuous access in building skills. Students and teachers can use the gradebook within the Learning Site to keep track of assignments allowing teachers to provide both written and oral feedback across multiple modalities. Each unit includes embedded formative assessments to check for progress and provide feedback, and a summative performance assessment at the end of the unit. The online supplemental activities can be assigned for a grade and the online language portfolio can be used as a self-assessment tool. A variety of technology-enhanced digital assessments including Integrated Performance Assessments, performance tasks, and AP® practice tasks (even within EntreCulturas 1) are utilized throughout the Learning Site in order to measure student growth and learning. The FlexText® online activities in Explorer and online gradebook interface with common learning management systems like Schoology, Canvas, and Google Classroom.</p> <p>Sample taken from Unidad 4: p. 185, ¿Qué aprendiste?; p. 192, ¿Qué aprendiste?; p. 193, En camino A, p. 209, ¿Qué aprendiste?; p. 218, ¿Qué aprendiste?; p. 219, En camino B; p. 222, Evaluación integrada</p>
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.	