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Key Criterion 8-13: Culture	EXAMPLES IN TEXT
8. There is a wide variety of authentic, culturally sensitive, and non-stereotypical current visual images of the target culture(s).	Examples for Criterion 8: p. 107; pp. 200-210; p. 223; pp. 290-292; p. 322
9. Materials present a broad range of diverse representation of countries and cultures.	Examples for Criterion 9: pp. 127-128, Reflexión; p. 134, act. 5, Culture box and Explorer/Hilo 2/Manta 5/Fuentes auditivias y audiovisuales/Hilo 5: Act. 3, Culture box (pág. 134); pp. 198-201, act. 2B-C; pp. 239-241, act. 4; pp. 289-293, act. 4
10. Cultural information is relevant, accurate, and explores the diversity of distinct cultures and individuals that share the target language (including but not limited to dialect and idioms).	Examples for Criterion 10: pp. 55-57, act. 7; pp. 105-109, act. 5; p. 110, act. 6A; pp. 226-229, act. 1; pp. 294-298, act. 5
11. Connections are made between the target cultural practices and perspectives.	Examples for Criterion 11: p. 202, act. 2, ¿Qué aprendiste?; p. 238, act. 3F; p. 293, act. 4, ¡A tejer!; p. 318, act. 2C; p. 329, act. 4, Reflexión
12. Activities are appropriate for age level and proficiency level.	Examples for Criterion 12: p. 10, act. 2; pp. 110-113, act 6; pp. 168-169, act. 3; p. 229, act. 1, ¡Te toca a ti!; p. 323, act. 3, ¿Qué aprendiste?
13. Materials promote learners' reflection of their own culture.	Examples for Criterion 13: p. 45, act. 4D; p. 113, act. 6, ¡A tejer!; p. 172, act. 4, Culture box; p. 241, act. 4E, parte 1; p. 323, act. 3 ¿Qué aprendiste?
Key Criterion 14-15: Connections	EXAMPLES IN TEXT
14. The materials provide opportunities for students to utilize the target language with other subject areas in cross-disciplinary projects.	Examples for Criterion 14: p. 178, act. 6C; p. 288, act. 3C, parte 4; p. 314, act 1A, parte 2; p. 319, act. 3A; p. 322, act. 3, Culture box
15. 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 15: p. 92, act. 1, Culture box; p. 196, act. 1, Culture box; p. 318, act. 2A, p. 349, Antes de empezar, parte C; p. 353, act. 1D, parte 4

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Key Criterion 16-18: Comparisons	EXAMPLES IN TEXT
16. 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 16: pp. 41, act. 3, ¡A tejer!; p. 109, act. 5C, parte 3; p. 136, act. 4C; p. 202, act. 2, ¿Qué aprendiste?; p. 371, act. 6, ¿Qué aprendiste?
17. Students are asked to look at their own language and compare it linguistically to the target language.	Examples for Criterion 17: p. 55, act. 7A; p. 159, act. 1, Uso del lenguaje en contexto: El verbo deber; p. 181, act. 7, Técnicas literarias box; p. 285, act. 3A, parte 3; p. 301, act. 6C
18. Students are asked to utilize higher order thinking skills of analysis, synthesis and evaluation in every chapter.	Examples for Criterion 18: p. 79, act. 6, Reflexión; p. 104, act. 4, ¡Tu opinión cuenta!; p. 124, act. 1, Reflexión; p. 256, act. 2, ¡A tejer!; p. 323, act. 3 ¿Qué aprendiste? (1st prompt, text in purple)
Key Criterion 19-21: Communities	EXAMPLES IN TEXT
19. The materials provide opportunities for students to engage in local and global communities.	Examples for Criterion 19: pp. 58-59, Evaluación final; pp. 80-81, Evaluación final; pp. 338-339, Evaluación final; p. 323, act. 3, ¿Qué aprendiste? (2nd prompt, text in black); pp. 372-373, Evaluación final; Explorer/Manta 5/Hilo digital/Evaluación final/Hilo digital: Evaluación final
20. 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 20: pp. 49-50, act. 5, ¡A tejer!; pp. 80-81, Evaluación final; p. 154, Introducción, parte C; TE p. 62, act. 6, Tu opinión cuenta, Optional; TE p. 64, Evaluación final, Suggestions
21. Students learn about individual role models who use the target language in their lives.	Examples for Criterion 21: pp. 148-149, Evaluación final, Pasos para preparar tu presentación #3; p. 177, act. 6, Francisco Cerón; pp. 224-225, Aurelio Grisanty and parte C3; pp. 271-272, Evaluación integrada

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SECTION II & III: Instructional Supports and Monitoring Student Progress	
Key Criteria	**EXAMPLES IN TEXT**
II - INDICATORS OF QUALITY: Differentiated Instruction	
22. 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.)	Learning Site: Instructional Strategies Toolkit; TE: p. 7, STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Learners; TE p. 28, act.1, ¿Qué aprendiste?; TE p. 57, act. 2B; TE p. 74, act. 4, ¿Qué aprendiste?
III - INDICATORS OF QUALITY: Instructional Materials	
23. Materials develop foundational language acquisition skills, systematically using transparent, research-based methods.	Learning Site: Instructional Strategies Toolkit; Explorer: Recursos/Sólo Para los Profesores/ACTFL Correlation; TE p. 56, act. 1B; TE p. 61, act. 5B; TE p. 72, act. 4A parte 2
24. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening.	Learning Site: Instructional Strategies Toolkit; TE: p. 7, STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Learners; TE pp. 8-9, Alignment of the World-Readiness Standards for Learning Languages with the Common Core State Standards; SE: pp. 24-25, Evaluación final and TE: p. 37, Evaluación final; TE: p. 42, act. 1A
25. Language/pictures/graphics/media used in the text is active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative. • 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.)	pp. 193-197, act. 1; pp. 197-202, act. 2; pp. 233-239, act. 3; pp. 266-269, act. 4; pp. 284-289, act. 3
26. Materials provide appropriate, ample opportunities for students' application, practice, and mastery of each standard.	pp. 20-23, act, 6; pp. 73-75, act. 4; pp. 99-104, act. 4; pp. 184-185, Evaluación final; pp. 270-271, Evaluación final

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27. 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.	Learning Site: Instructional Strategies Toolkit; Explorer: Recursos/Sólo Para los Profesores and Manta folders; TE pp. 10-22, Scope and Sequence; TE: Hilo introductions and teacher suggestions; SE: Manta and Hilo introduction

IV - INDICATORS OF QUALITY: Assessment and Measuring Progress

28. Student assessment is aligned with Oregon's adopted state content standards and established proficiency-level outcomes, across the full depth, breadth and complexity.	Explorer: Recursos/Rúbricas; Explorer: Recursos/Sólo Para los Profesores/ACTFL Correlation; Explorer: Evaluación folder within each Hilo; TE: Student Learning Objectives, beginning of each Hilo; SE: Evaluación final at the end of each Hilo
29. Assessment materials provide both print and online assessments that are aligned, and editable rubrics, scoring guidelines, "I can" statements and exemplars that provide guidance for analyzing student performance to support teachers in: • Planning instruction • Providing ongoing feedback to students • Sharing to guardian/parents • Sharing to classrooms, schools/districts	Explorer: Gradebook; Explorer: Recursos/Rúbricas; Explorer: Evaluación folder within each Hilo; TE: Student Learning Objectives, beginning of each Hilo; SE: Evaluación final at the end of each Hilo
30. 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).	Learning Site: Instructional Strategies Toolkit; TE p. 7, STARTALK-Endorsed Principles for Effective Teaching & Learning and Characteristics of Effective Language Learners; Explorer: Recursos/Rúbricas; SE/TE/Explorer: Evaluación final for each Hilo is a project-based assessment
31. 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.	Each Hilo has multiple formative assessment opportunities (Reflexión, ¿Qué aprendiste?, ¡A tejer!, ¡Te toca a ti!, ¡Tu opinión cuenta!) that assess students across all modes of communication, and culminates in a project-based learning assessment, Evaluación final, which also assess across multiple modes of communication. Written and/or oral feedback can be provided via the Gradebook feature in Explorer, or via one of the Analytic, "Can do" for Students, Holistic, or Summative Assessment rubrics found in Explorer.

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SECTION II: Instructional Supports	
Supporting Criteria	**EXAMPLES IN TEXT**
II - INDICATORS OF QUALITY: Student Engagement	
32. Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied life experiences.	pp. 51-54, act. 6; pp. 134-138, act. 4; pp. 197-202, act. 2; pp. 266-269, act. 4; pp. 323-329, act. 4
33. Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves and allow them to personalize, internalize and curate their learning to promote student agency.	
34. Materials promote equitable instruction by making connections to culture, home, neighborhood, and communities, as appropriate.	
35. Materials provide guidance for teachers to support learning activities that are culturally responsive relevant by addressing: • Diverse cultures with significant roles • Various linguistic and socioeconomic backgrounds • Different learning styles • Diverse ability representation and diverse age representation • Diverse gender representation • A range of interests	
III - INDICATORS OF QUALITY: Differentiated Instruction	
36. Materials provide varied Depth of Knowledge (D.O.K.) activities in each lesson/chapter.	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. We believe that all users should be able to access and use our textbook and digital content. See more on accessibility: https://waysidepublishing.com/about/accessibility. In addition, NIMAS guides the production and electronic distribution of digital versions of textbooks and other instructional materials so they can be more easily converted into accessible formats. Wayside Publishing is able to provide alternative versions of products to meet the needs of students.
37. Materials provide a social-emotional learning connection.	
38. Materials provide access to proficiency-level content, with multiple tiers of access. (MTSS: Multi-Tiered Systems of Support).	
39. Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice World Language content.	TE: p. 28, ¿Qué aprendiste?; TE: p. 36, Additional activity; TE: p. 45, Activity activator; TE: p. 52, Evaluación final; TE: pp. 55-56, Antes de empezar

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40. Materials provide access for core instruction, for intensification, and for acceleration, including targeted remediation with proficiency-level content.	
41. Materials lend themselves to applying the principles of Universal Design for Learning (UDL).	

IV - INDICATORS OF QUALITY: Instructional Materials

42. Materials include current, authentic and culturally-sensitive pictures, reflecting national and regional differences as well as graphics with relevant classroom applications.	The online Learning Site contains the digital textbook FlexText, both SE and TE, as well as the online resources and activities in Explorer. Students and teachers 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, such as the Hilo digital. Students can complete online activities and assessments.
43. Materials have online listening activities highlighted in the student edition.	
44. Instructional materials are well organized and easily adaptable to fit different teaching situations or schedule configurations.	Sample Explorer folder structure for each Hilo
45. The teacher's edition is well- organized with practical teaching suggestions at the point of need.	Fuentes auditivas y audiovisuales: all authentic audio and video Apoyo adicional para actividades: graphic organizers, digital versions of print activities, student writing/speaking discussion forums
46. Materials offer a digital FlexText. E-textbook that adjusts to whatever screen student is using; content is updated to the most current version.)	Vocabulario: vocabulary practice activities Uso del lenguaje en contexto: grammar practice activities Actividades opcionales: optional and/or additional activities
47. Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.	Enlaces: external links for activities Evaluación final: extended student instructions for the assessment
48. Materials include an online component that provides meaningful and interactive practice in addition to ancillary materials.	
49. Materials refer students to additional informational resources to enhance their study of language and culture.	
50. Materials allow for stakeholder engagement, inviting participation from parents/community.	
51. Materials contain a variety of updated and user-friendly online materials and resources available to teachers, students, and families.	
52. Culturally-responsive language reflects current events and changes in cultural perspectives.	
53. CDigital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use.	

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54. Digital materials allow teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).	
55. Materials allow for ongoing and embedded professional development.	
56. The format and structure of the materials reflect a sequence of logical skills and/or concept development consistent with language acquisition research.	
57. Materials provide direct access to equitable resources through various levels of technology: • Speech to text • Text to speech • Audio books • Digital copies • Interactive companion website	

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SECTION III: Monitoring Student Progress	
Supporting Criteria	**EXAMPLES IN TEXT**
V - INDICATORS OF QUALITY: Assessment and Measuring Progress	
58. Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, etc.) that measures student progress toward proficiency level outcomes.	Hilos 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, and then designing assessments to measure student learning, and finally the tasks and activities learners will do to prepare them for success on the summative assessment. The units are divided into a series of activities based on authentic sources with multiple parts allowing students to practice all communicative skills while vocabulary and grammar are embedded. The intentionality of design and tasks, and their articulation to the summative assessment, provides a strong foundation for mastery learning instructional approaches. Tejidos 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 component, 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 are able to use the gradebook within the Learning Site to keep track of assignments and tasks allowing teachers to provide feedback across multiple modalities including audio and text.

pp. 74-75, act. 4, ¿Qué aprendiste?; p. 104, act. 4, ¡Tu opinión cuenta!; p. 160, act. 1, ¡A tejer!; p. 199, act. 2, Reflexión; pp. 242-243, Evaluación final

Includes embedded formative assessments in each unit, as well as summative performance assessments at the end of each unit. The online supplemental activities can be assigned for a grade. A variety of technology enhanced digital assessments including formative tasks and the summative Evaluación final are utilized within the Learning Site in order to measure student growth and learning. |
59. Assessment materials use varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction-embedded pre-, formative, summative, peer, and self-assessment measures to provide teachers and students with a range of data to inform instruction at individual and classroom levels.	
60. 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.)	
61. Materials assess student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student level expectations.	
62. Assessment 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, simulations, case studies, political cartoons, graphs, maps, test bank).	
63. 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).	
64. 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.	

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65. Assessment materials elicit direct, observable evidence of student understanding which includes formative assessment practices.	
66. Assessment materials use varied modalities of instruction that reflect authentic experiences.	
67. Student assessment is aligned to ACTFL and Oregon standards and established proficiency-level outcomes, across the full depth, breadth, and complexity.	
68. Materials offer tools/assessments that can be easily adapted for heritage speakers.	