

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. 162, pasos 1-3; p. 58, Estrategias; p. 172, act. 2, pasos 1-2; p. 102, pasos 1-4; p. 33, act. 11, pasos 2-5
2. Materials introduce essential vocabulary and grammatical structures in ways that are functional, thematic, authentic, and practical.	Examples for Criterion 2: p. 9, act. 5, pasos 1-3; p. 22, pasos 1-2; p. 170, act. 1, pasos 1-4; p. 250, act. 7, pasos 1-4; p. 318, act. 11, pasos 1-3
3. The number of vocabulary words and grammatical concepts per section/unit/chapter is manageable.	Examples for Criterion 3: pp. 48-50, Síntesis de vocabulario y gramática; pp. 92-94, Observa and Explorer; p. 189, act. 6, pasos 1-3; pp. 179-180, Observa and Explorer; pp. 282-283, Observa and Explorer
4. The presentation of vocabulary and grammatical concepts is clear, logically sequenced, and recursive.	Examples for Criterion 4: p. 19, Así se dice 3; p. 64, Así se dice 1; p. 67, Observa 1; pp. 113-144, Learning Strategies and Explorer; TE Introduction Scope and Sequence Level 3
5. Communicative practice activities move from controlled to transitional to independent and support a variety of learning styles.	Examples for Criterion 5: p. 135, act 7, pasos 1-5, que aprendiste; p. 172, act 2, pasos 1-5; p. 187, act 5, pasos 1-2, que aprendiste; p. 202, que aprendiste; p. 302, En Camino A
6. There is a balance between listening, speaking, reading, and writing across the three modes. (Interpretive/Interpersonal/Presentational).	Examples for Criterion 6: p. 106, Vive Entre Culturas; p. 162, Vive Entre Culturas; p. 216, Vive Entre Culturas; p. 270, Vive Entre Culturas; p. 326, Vive Entre Culturas
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. 135, act 7, pasos 1-5, que aprendiste; p. 172, act 2, pasos 1-5; p. 187, act 5, pasos 1-2, que aprendiste; p. 202, que aprendiste; p. 302, En Camino A
8. Activities are appropriate for age level and proficiency level.	Examples for Criterion 8: p. 106, Vive Entre Culturas; p. 115, que aprendiste; p. 171, paso 3; p. 280, paso 4; p. 328 Can Do Appendix A
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. 58, act preliminar, paso 2; p. 98, paso 4, p. 128, que aprendiste; p. 227, act 1, paso 1; Learning Tools Instructional Strategies Toolkit, Multiple Intelligences
10. Materials require students to do more than rote memorization and recall.	Examples for Criterion 10: p. 125, paso 3; p. 145, En Camino A; p. 171, que aprendiste; p. 234, que aprendiste; p. 290, paso 3;

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: Appendix A Analytic Growth Rubric; p.66, Enfoque Cultural; p. 110 Explora Colombia; pp.220-221, Descubre la República Dominicana; p. 278, 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: TE Scope and sequence 1-3
13. Cultural information is interesting, relevant, and age- and proficiency-level appropriate.	Examples for Criterion 13: p. 66, Enfoque cultural; p. 73, reflexión intercultural; p. 173, reflexión intercultural; p. 226, Enfoque cultural; p. 288, Enfoque 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: TE Scope and sequence 1-3; TE approaches to teaching; p. 63 expresiones útiles; glossary Spanish-English expresiones útiles
15. Materials promote learners' reflection of their own culture.	Examples for Criterion 15: p. 28 reflexión intercultural; p. 77; reflexión intercultural; p. 228; reflexión intercultural; p. 231; reflexión intercultural; p. 300; reflexión intercultural
16. Connections are made between the target cultural practices and perspectives.	Examples for Criterion 16: p. 9, Enfoque cultural; p. 77, Enfoque cultural; p. 120, Enfoque cultural; p. 226, Enfoque cultural; p. 288, Enfoque cultural;
17. Activities are appropriate for age level and proficiency level.	Examples for Criterion 17: p. 106, Vive Entre Culturas; p. 115, que aprendiste; p. 171, paso 3; p. 280, paso 4; p. 328 Can Do Appendix A
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. 61, enfoque cultural; p. 77, enfoque cultural; p. 79, enfoque cultural; p. 226, enfoque cultural; p. 290, enfoque cultural
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. 106, Vive Entre Culturas; p. 162, Vive Entre Culturas; p. 216, Vive Entre Culturas; p. 270, Vive Entre Culturas; p. 326, Vive Entre Culturas

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. 9, Enfoque cultural; p. 77, Enfoque cultural; p. 120, Enfoque cultural; p. 226, Enfoque cultural; p. 288, Enfoque cultural;
21. Students are asked to look at their own language and compare it linguistically to the target language.	Examples for Criterion 21: p.28 reflexión intercultural; p. 77; reflexión intercultural; p. 228; reflexión intercultural; p. 231; reflexión intercultural; p. 300; reflexión intercultural
22. Students are asked to utilize higher order thinking skills of analysis, synthesis, evaluation, and negotiation.	Examples for Criterion 22: p. 106, Vive Entre Culturas; p. 162, Vive Entre Culturas; p. 216, Vive Entre Culturas; p. 270, Vive Entre Culturas; p. 326, Vive Entre Culturas
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. 106, Vive Entre Culturas; p. 162, Vive Entre Culturas; p. 216, Vive Entre Culturas; p. 270, Vive Entre Culturas; p. 326, Vive Entre Culturas
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.222, actividad preliminar, pasos 1-3; p. 225, act.1; p. 228, act 2; p. 238, act 4; p. 250, act 7
25. Students learn about individual role models who use the target language in their lives.	Examples for Criterion 25: p. 28 reflexión intercultural; p. 77; reflexión intercultural; p. 228; reflexión intercultural; p. 231; reflexión intercultural; p. 300; reflexión intercultural

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.)	TE Introduction, Approaches to Teaching Connections to career technology/real world application; connections to ELA-second language and transfer into first language; Mathematical practices in using grammar in context and discovery method; Social studies through heavy use of authentic resources/primary source documents.
III - INDICATORS OF QUALITY: Instructional Materials	
27. Materials systematically develop foundational language acquisition skills using transparent, research-based methods.	TE Introduction, World Readiness Standards, Approaches to Teaching
28. Materials provide explicit and systematic instruction and diagnostic support in: vocabulary, grammar, communication, culture, reading, writing, speaking, and listening.	TE Introduction, Approaches to Teaching; p. 9, act. 5, pasos 1-3; p. 22, pasos 1-2; p. 170, act. 1, pasos 1-4; p. 250, act. 7, pasos 1-4; p. 318, act. 11, pasos 1-3
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"> • 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. 4-51; Appendix C, pp. 56-68; Correlation to AP; pp. 218-270; p. 278, enfoque cultural;
30. Materials provide appropriate, ample educational opportunities for students to apply, practice, and master each standard.	p. 66, Enfoque cultural; p. 73, reflexión intercultural; p. 106, Vive entre culturas; p. 162, Vive entre culturas; p. 216, Vive entre culturas

<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>TE Introduction, Unit Organization</p>
<p>IV - INDICATORS OF QUALITY: Assessment and Measuring Progress</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>TE Introduction, Assessing Language Performance in Context; Appendix B, rubrics</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"> • Planning instruction • Providing ongoing feedback to students • Sharing to guardian/parents • Sharing to classrooms, schools/districts 	<p>TE Introduction, Assessing Language Performance in Context, Explorer Portfolio, Explorer Grade book</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>Connections to career technology/real world application; connections to ELA-second language and transfer into first language; Mathematical practices in using grammar in context and discovery method; Social studies through heavy use of authentic resources/primary source documents. Instructional Strategies Toolkit on Learning Site</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>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 and the online language portfolio can be used as an assessment tool. A variety of technology enhanced digital assessments including Integrated Performance Assessments, Performance tasks, and Advanced Placement practice tasks are utilized within the Learning Site in order to measure student growth and learning. p. 106, Vive entre culturas; p. 162, Vive entre culturas; p. 216, Vive entre culturas; p. 270, Vive entre culturas; p. 326, Vive entre culturas</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.	Can do Statements; Learning Site Explorer Portfolio; p.28 reflexión intercultural; p. 77; reflexión intercultural; p. 228; reflexión intercultural
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.	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: 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. TE introduction, approaches to learning differentiation; Graphic organizers on activities; p. 112, act preliminar
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. 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.</p> <p>p. 10, act 5, pasos 1-4; actividades adicionales on Explorer, unidad 3, extension; appendix answer keys; reflexiones interculturales; enfoques interculturales and culturales</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"> • Speech to text • Text to speech • Audio books • Digital copies 	

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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.	<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, 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 smaller vocabulary- and grammar-focused sections, which give students the input they need to complete the activities of a section. The intentionality of design and 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 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.</p> <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, 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 smaller vocabulary- and grammar-focused sections, which give students the input they need to complete the activities of a section. The intentionality of design and 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 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. 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 and the online language portfolio can be used as an assessment tool. A variety of technology enhanced digital assessments including Integrated Performance Assessments, Performance tasks, and Advanced Placement practice tasks are utilized within the Learning Site in order to measure student growth and learning.</p> <p>p. 106, Vive entre culturas; p. 162, Vive entre culturas; p. 216, Vive entre culturas; p. 270, Vive entre culturas; p. 326, Vive entre culturas</p>
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.	