

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**

Program:

CATEGORY 1: STANDARDS ALIGNMENT	
<p>WHY: "Educational excellence and equity for every student is Goal One of our district's Strategic Plan. Our academic program is grounded in standards-based curriculum, with strong, targeted instruction delivered by highly-qualified teachers to ensure that every student graduates ready for college, career, and life." – SPS Department of Curriculum, Assessment, and Instruction website</p>	
<p>WHAT: "The World-Readiness Standards for Learning Languages define the central role of world languages in the learning career of every student. The five goal areas of the Standards establish an inextricable link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities. The World-Readiness Standards for Learning Languages create a roadmap to guide learners to develop competence to communicate effectively and interact with cultural competence to participate in multilingual communities at home and around the world." – https://www.actfl.org/publications/all/world-readiness-standards-learning-languages accessed 10/29/2018</p>	
<p>Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)</p>	SCORE
<p>1.1. Providing alignment with, and instructional support for, Washington State and National World-Readiness Standards for Learning Languages.</p>	
<p>1.2. Providing minimum 2-year scope and sequenced program, 3-5 year sequence, if possible.</p>	
<p>COMMUNICATION: Communicate effectively in more than one language to function in a variety of situations and for multiple purposes</p>	
<p>1.3. Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p>	
<p>1.4. Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p>	
<p>1.5. Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p>	
<p>CULTURES: Interact with cultural competence and understanding</p>	

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1.6. Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	
1.7. Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS: Connect with other disciplines and acquire information and diverse perspectives to use language to function in academic and career-related situations.	
1.8. Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	
1.9. Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS: Develop insight into the nature of language and culture to interact with cultural competence.	
1.10. Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	
1.11. Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES: Communicate and interact with cultural competence to participate in multilingual communities at home and around the world.	
1.12. School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	
1.13. Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

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LANGUAGE SKILLS: Support for Reading, Listening, Speaking, and Writing with authentic materials.					
1.14. Reading: Provides comprehensible input at i+1 (at their level and slightly above). Provides level-appropriate reading materials that reflect authentic native speaking cultures and their diverse contexts. A significant amount of reading material is available for each unit.					
1.15. Listening: Provides comprehensible input at i+1 (at their level and slightly above). Provides age-appropriate listening resources that reflect authentic native speaking cultures and their diverse contexts. A significant amount of listening material is available for each unit.					
1.16. Speaking: Useful communicative speaking tasks are offered in every chapter/unit of study. Uses a task-based teaching approach to provide opportunities to use language for language acquisition purposes. Provides multiple opportunities to practice speaking skills in the target language. Includes question bank.					
1.17. Writing: Useful writing tasks are offered in every chapter/unit of study. Tasks for writing are level-appropriate and reflect relevant and age appropriate topics.					
	Total Score:	/	Pts Possible: 68	=	% Score:

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**

Program:

CATEGORY 2: ASSESSMENTS	
<p>WHY: “The Board of Directors of Seattle Public Schools ... believes that assessments are a critical component of our education system used to inform instruction through identification of student strengths, assessment of learning growth, and diagnosis of barriers, and areas of support.” – SPS School Board Policy #2080</p>	
<p>WHAT: Includes pre-, formative, summative, self-, and peer-assessment measures that assess three-dimensional learning that provides data used to inform instruction.</p>	
<p>Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)</p>	SCORE
QUALITY OF ASSESSMENTS	
2.1 Provides a variety of assessments that are active, engaging, integrative, meaningful, and authentic.	
2.2 Provides differentiated assessment materials.	
2.3 Provides assessments that are editable and adaptable to teacher, student, and district needs	
2.4 Provides assessments of all four skills (reading, writing, speaking, listening) and the three modes of communication (interpersonal, interpretive, and presentation)	
2.5 Provides multiple methods of assessment, including but not limited to, summative, performance-based, peer-to-peer, self-assessments, and cultural understanding	
TYPES OF ASSESSMENTS	
2.6 Pre-Unit assessments that elicit students’ prior knowledge and preconceptions, with the information used to help guide instruction and to address students’ unique understanding	

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**

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CATEGORY 2: ASSESSMENTS					
2.7 Formative assessments , embedded throughout each lesson, that provide multiple opportunities for the teacher to assess student understanding during key moments of instruction					
2.8 Summative assessments , at the end of a chapter or unit, that require students to demonstrate their language skills supported by evidence collected from different sources throughout the instructional period					
2.9 Technology-based assessment tools that include scoring rubrics and, where possible, examples of student work at each scoring level.					
2.10 Assessments that provide or support program metrics across implemented sites and allow for disaggregated views of student learning outcomes.					
2.11 Any technology tools must easily integrate with existing SPS technologies and be WCAG 2.0 compliant.					
	Total Score:	/	Pts Possible:	=	% Score:
			44		

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**

Program:

CATEGORY 3: ACCESSIBILITY FOR DIVERSE LEARNERS	
WHY: "The district shall provide every student with equitable access to a high-quality curriculum, support, facilities, and other educational resources." – SPS School Board Policy #0030	
WHAT: Instructional materials support students with special needs, including, but not limited to, standard English learners, English learners, long term English learners, students living in poverty, foster youth, girls and young women, advanced learners, students with disabilities, students experiencing trauma, and students below grade level.	
Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE
3.1 Organization, text format, and layout (for print text and online materials) <ul style="list-style-type: none"> ● Clear chapter titles/headings support understanding ● Organized in a way easy for students to understand ● Consistent flow of material ● Grammar explanations are clearly present and clearly articulated with a variety of examples provided 	
3.2 Readability <ul style="list-style-type: none"> ● Readable Fonts ● Clear directions/Explanations 	
3.3 Visual supports <ul style="list-style-type: none"> ● Pictures help illustrate and support the learning target in the text and are culturally authentic to Spanish speaking cultures ● Appropriate ratio of text to visual supports 	
3.4 Videos <ul style="list-style-type: none"> ● Interesting, relevant, and engaging that appeal to students in this age range ● Content addresses social issues. ● Follow a natural language acquisition process, corresponding to the language proficiency of the students 	
3.5 Suggestions for how to connect instruction to the students’ home, neighborhood, community, and/or culture with a social justice lens as appropriate.	

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**
Program:

CATEGORY 3: ACCESSIBILITY FOR DIVERSE LEARNERS					
3.6	Teacher resources that supply a differentiated path for all students, addressing special needs (including but not limited to: English learners, heritage learners, advanced learners, students with disabilities, students experiencing trauma, and students below grade level)				
3.7	Lessons that provide opportunities for multiple methods and modes of student expression, as well as student choice				
3.8	Technology-based instructional tools that are designed to meet the needs of diverse learners and provide equitable access for all students				
	Total Score:	/	Pts Possible: 32	=	% Score:

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**

Program:

CATEGORY 4: EVALUATION OF BIAS CONTENT					
<p>WHY: “As schools work to increase success for all students, it is important to recognize the impact of bias in classrooms, instructional materials, and teaching strategies. Evaluating for bias requires us to learn about others and to respect and appreciate the differences and similarities.” – WA OSPI Equity & Civil Rights Task Force</p>					
<p>WHAT: Criteria adapted from the Washington Models for the Evaluation of Bias Content in Instructional Materials, WA OSPI Equity & Civil Rights Task Force (Appendix A)</p>					
<p>Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)</p>					SCORE
<p>4.1 Materials that represent people from a wide range of races, ethnicities, and cultures as central characters, performing similar work in related fields, and highlighting their contributions to society.</p>					
<p>4.2 Materials that represent a variety of people from different gender identities and the LGBTQ community as central characters, performing similar work in related fields, and highlighting their contributions to society.</p>					
<p>4.3 Materials that represent people both with and without disabilities as central characters, performing similar work in related fields, and highlighting their contributions to society.</p>					
<p>4.4 Materials that avoid using oversimplified generalizations about social classes and groups and is free of historical marginalization within text and illustrations.</p>					
<p>4.5 Materials that provide an opportunity for a variety of racial, ethnic, and cultural perspectives.</p>					
<p>4.6 Materials that provide an opportunity for discourse which considers a variety of socioeconomic perspectives and identities around national origin and migration.</p>					
<p>4.7 Materials that depict varying types of family groups, including traditional nuclear families, single parents, adopted and foster children, step-parents, same-sex parents, and/or relatives living with the family.</p>					
		Total Score:	/	Pts Possible:	=
				28	% Score:

SPS Spanish Instructional Materials Adoption **Prescreen Criteria**

Program:

CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT	
<p>WHY: “[The District will] align instruction, mentoring, evaluation, and support to ensure each and every educator develops strong foundational teaching skills.” – SPS Formula for Success</p>	
<p>WHAT: “Educators must possess a repertoire of evidence-based instructional strategies in delivering the curriculum to develop talent, enhance learning, and provide students with the knowledge and skills to become independent, self-aware learners, and to give students the tools to contribute to a multicultural, diverse society. The curriculum, instructional strategies, and materials and resources must engage a variety of learners using culturally responsive practices.” – The National Association for Gifted Children website</p>	
Program shows evidence of: (4: Superior Evidence 3: Strong Evidence 2: Moderate Evidence 1: Minimal Evidence 0: No Evidence)	SCORE
<p>5.1 Objectives and Goals: The objectives/standards clearly stated in both student and teacher editions, including a cohesive integration of the 5 “C” goal areas of the World-Readiness Standards for Learning Languages.</p>	
<p>5.2 Instructional Resources.</p> <ul style="list-style-type: none"> ● Appeal to different learning styles. ● Include differentiation strategies ● Are age appropriate ● Include abundant reading selections, including authentic materials ● Motivate active student learning ● Include student focused communicative activities 	
<p>5.3 Support materials that integrate with main theme being studied.</p>	
<p>5.4 Adaptable to many teaching styles.</p>	
<p>5.5 Presentation/Visual Resources – digital and print materials to reinforce visual learning.</p>	
<p>5.6 Sequenced video program.</p>	
<p>5.7 Online resources are available and accessible through SPS existing technological infrastructure.</p>	

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CATEGORY 5: INSTRUCTIONAL PLANNING AND SUPPORT					
5.8 All materials are ADA WCAG 2.0 compliant.					
	Total Score:	/	Pts Possible: 32	=	% Score:

TOTAL SCORE

Category	Total Score	Pts Possible	% Score
Category 1: Standards		68	
Category 2: Assessments		44	
Category 3: Accessibility		32	
Category 4: Evaluation of Bias Content		28	
Category 5: Instructional Planning and Support		32	
TOTAL		204	