High Quality Instructional Materials Review Rubrics for
World Languages

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Delaware's vision is that every learner leaves school ready for success in college, career, and life. To achieve this vision:

- Learners must have access to high-quality instruction every day; and

- Teachers must have access to high-quality instructional materials that get students excited to learn and the professional learning needed to use those materials well.

High quality instructional materials (HQIM) provide a road map for teachers on how to plan, teach, and assess student learning throughout the year and ensure they are mastering the skills needed to be college and career ready.

World Language Learners deserve high quality instructional materials (HQIM) that engage them in deep learning and are inclusive of the cultural diversity and perspectives of their communities. They also deserve an aligned curriculum that is coherent across days, weeks, units, and levels. Learners learn when they have access to materials that are accessible, engaging and culturally relevant.

World Language Teachers deserve high quality instructional materials as well. When they have HQIM, teachers can focus their time, energy and creativity on bringing lessons to life and finding ways to inspire their learners to thrive as language learners and global citizens.

The Community is also impacted by instructional choices. It is important that the community understands and supports high quality instructional materials. Community members should be involved in the selection of materials at the district level to ensure that the materials are culturally and linguistically responsive to all the learners of the community. This process also helps teachers engage with members of the community to forge partnerships that will allow learners to use their language skills in personally meaningful ways in their own community now and in the future.

Every student across the state of Delaware leaves school ready for success in college, career, and life.

Teachers provide students with high-quality, standards-aligned instruction everyday.

District and school leaders provide teachers with standards-aligned instructional materials and professional learning.

When educators and community members select materials, they focus on learner needs, teacher needs and research:

LEARNERS FIRST

- Do the materials meet the academic needs of our learners?
- Will they be engaging and interesting to our learners?
- Can they be differentiated to meet the needs of all our learners?
- Are the materials culturally and linguistically relevant for our learner population?

TEACHER NEEDS

- Do the materials address all the standards to their full intent?
- Do they make contributions to instructional practice that help teachers prepare their learners with the language skills they need to be successful in college, career and life?
- Are the results measurable?
- Are the materials supported by ongoing professional learning?
- Are there others using these materials that can serve as models for best practice?

RESEARCH

- Are the materials evidence-based, meaning the materials demonstrate strong or moderate evidence of effectiveness in advancing learners' language proficiency?
- Is there any independent research that shows that learners' language proficiency is advancing because of these materials?

Adapted from New Mexico's High Quality Instructional Materials (HQIM): A Resource Manual for Identifying, Selecting and Implementing HQIM

The following set of rubrics provide educators and community members with the tools to review instructional materials in world languages to determine their degree of quality of alignment and usability.

The rubrics are used in a sequential review process through three **Gateways**, organizing features of the rubrics that combine criteria and prioritizes the order for sequential review of the materials. Each Gateway contains three to five **criteria** and several **indicators**. **An indicator** is a specific item that a reviewer looks for in the materials, and **a criterion** is a combination of all the individual indicators for a single focus area. These Gateways reflect the importance of standards alignment to the fundamental design of the materials and considers other attributes of high-quality resources as recommended by world language professionals. The three Gateways include:

- **Gateway 1: Designed to Meet the Delaware World-Readiness Standards for Learning Languages**
  Gateway 1 rubrics evaluate the degree to which the materials are designed to meet the standards for learning languages. This is the foundational Gateway.

  If the materials do not meet these expectations, the evaluation ends. They are not reviewed in subsequent Gateways.
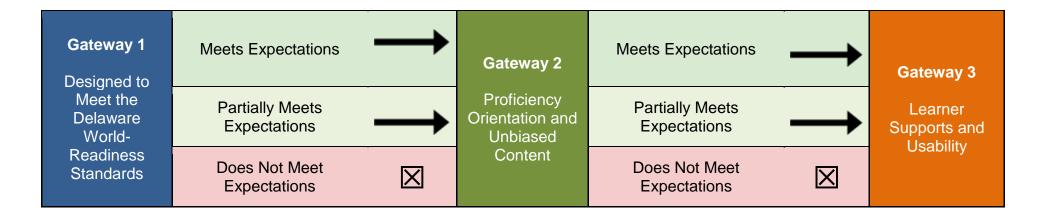
- **Gateway 2: Proficiency Orientation and Unbiased Content**
  For those materials that meet or partially meet expectations for alignment to standards, the rubrics in this second Gateway evaluate the degree to which the materials are designed with a focus on increasing learner language proficiency and intercultural competence.

  The rubrics also measure the degree to which the materials accurately reflect the diverse, vibrant, and complex cultures, communities, and individuals who use a particular world language.

- **Gateway 3: Learner Supports and Usability**
  For those materials that meet or partially meet expectations for proficiency-orientation and unbiased content, the rubrics in Gateway 3 are used to evaluate the degree to which the materials support teachers to fully utilize the resources, understand the skills and learning of their learners and support a range of learners.

Gateway 1	Meets Expectations →	Gateway 2	Meets Expectations →	Gateway 3
Designed to Meet the Delaware World-Readiness Standards	Partially Meets Expectations →	Proficiency Orientation and Unbiased Content	Partially Meets Expectations →	Learner Supports and Usability
	Does Not Meet Expectations ☒		Does Not Meet Expectations ☒	

How to Use These Rubrics

These rubrics should be used during the screening phase of a well thought-out process for selecting High Quality Instructional Materials for World Languages in which a team of reviewers collaboratively collects and analyzes unit-level evidence from programs or sets of materials before piloting the materials with learners.

Using an electronic version of the rubrics will facilitate data collection. You should insert evidence of indicators in each of the Evidence/Comment boxes. This will help as you determine the score for each indicator as well as ultimately identify the strengths and weaknesses of the materials in specific contexts and ultimately determine the score for each indicator.

Each indicator can be scored with a 0, 2 or 4.

The following defines each score:

4	Throughout the series/resource, most levels/units/sections consistently provide evidence of the indicator.
2	Throughout the series/resource, some levels/units/sections provide evidence of the indicator.
0	Throughout the series/resource, levels/unit/sections provide little or no evidence of the indicator.

You may wish to write a justification based on the evidence collected for the final score in each criterion rating and/or gateway rating. These descriptions can help others understand what is behind each final score.

Depending on the size of the review team, review team members may decide to review levels of materials individually or with partners, either dividing up the units or reviewing the same units for a more thorough approach. In this approach, the Review Team Leader should synthesize individual team members reviews to ultimately determine the final criterion or gateway score and if the review continues from one gateway to another. See the Gateway Evaluation process on pages 4-5.

KEY TERMS

The following are definitions of a few key terms that you will encounter as you engage with the review rubrics:

Indicator: Specific item that reviewers look for in materials.

Criterion: Combination of all the individual indicators for a single focus area.

Gateway: Organizing feature of the evaluation rubric that combines criteria and prioritizes order for sequential review.

Alignment Rating: Degree to which materials meet expectations for alignment.

Multiple: Two or more

Title of Material(s)		Grade(s)/Level(s)	
Publisher		Reviewer	

Review Summary			
Gateway	**Criterion**	**Score**	**Rating**
1 **Designed to Meet the Delaware World-Readiness Standards for Learning Languages**	1.1 Communication and Culture	/ 36	
	1.2 Connections	/ 16	
	1.3 Comparisons and Communities	/ 20	
	Gateway 1 Sub-Total	**/ 72**	
2 **Proficiency Orientation and Unbiased Content**	2.1 Proficiency, Core Practices and Interculturality	/ 36	
	2.3 Diversity and Representation	/ 20	
	Gateway 2 Sub-Total	**/ 56**	

3	Learner Supports and Usability	3.1 Learner Supports	/ 24	
		3.2 Teacher Usability and Supports	/ 44	
		3.3 Assessment Features	/ 24	
		Gateway 3 Sub-Total	/ 92	

Overall Rating **Meets Expectations:** All Gateways Meet Expectations. **Partially Meets Expectations:** All Gateways at least Partially Meet Expectations **Does Not Meet Expectations:** Any Gateway Not Meeting Expectations.	Total Score	Final Rating
	/ 220	

GATEWAY 1
Designed to Meet the Delaware World-Readiness Standards for Learning Languages

Gateway 1 Overview		
Criteria	**Indicators**	**Available Points**
1.1. Communication and Culture Materials are designed to develop learners' ability to communicate effectively in order to function in a variety of situations and for multiple purposes while helping develop deep understanding of the practices, products and perspectives of the people who use the language they are studying.	1.1.1-1.1.9	36
1.2. Connections Materials are designed to connect world language learning with other disciplines and help learners develop diverse perspectives in order to use language in academic and career-related situations.	1.2.1-1.2.4	16
1.3. Comparisons and Communities Materials are designed to promote communication and interaction with intercultural competence in order for learners to participate in multilingual communities at home and around the world.	1.3.1-1.3.5	20
		72

CRITERION 1.1 Communication and Culture	Materials are designed to develop learners' ability to communicate effectively in order to function in a variety of situations and for multiple purposes while helping develop deep understanding of the practices, products and perspectives of the people who use the language they are studying.	
Indicators	**Score**	**Evidence/Comments**
Indicator 1.1.1. Materials are designed with functional or cultural contexts to promote the use of language in real-world contexts.	0 2 4	
Indicator 1.1.2. Materials present language that is current, authentic and accurate.	0 2 4	
Indicator 1.1.3. Materials include multiple opportunities for learners prompted by authentic materials to interact interpersonally on topics of high interest in conversations with each other, the teacher, or native speakers, to share personalized responses or provide their own meaning**.**	0 2 4	
Indicator 1.1.4. Materials include interpretive reading, listening, and viewing tasks with diverse perspectives from the cultures of the target language for learners to comprehend, analyze and evaluate.	0 2 4	
Indicator 1.1.5. Materials include a variety of tasks for learners to present information to inform, explain, persuade and narrate to various audiences of listeners, readers or viewers.	0 2 4	

CRITERION 1.1 Communication and Culture	Materials are designed to develop learners' ability to communicate effectively in order to function in a variety of situations and for multiple purposes while helping develop deep understanding of the practices, products and perspectives of the people who use the language they are studying.	
Indicator 1.1.6. Materials use current, up-to-date culturally authentic images of products and practices.	0 2 4	
Indicator 1.1.7. Materials provide text-based activities that integrate diverse images for learners to observe, identify, discuss, and/or analyze cultural practices or products.	0 2 4	
Indicator 1.1.8. Materials provide tasks for learners to investigate, explain, and reflect on the relationship between practices, products and perspectives of cultures.	0 2 4	
Indicator 1.1.9. Materials provide tasks for learners to reflect on their own cultural practices, products and perspectives.	0 2 4	
Criterion 1.1 Summary	**Rating Levels**	**Sub-Total and Rating**
	Meets Expectations 32-26 points **Partially Meets Expectations** 18-30 points **Does Not Meet Expectations** < 18 points	_____ / **36** _____

CRITERION 1.2 Connections	Materials are designed to connect world language learning with other disciplines and help learners develop diverse perspectives in order to use language in academic and career-related situations.	
Indicators	**Score**	**Evidence/Comments**
Indicator 1.2.1. Materials provide opportunities for learners to discover or discuss concepts and topics learned in other subject areas (e.g., math, science, history, geography, visual and performing arts, health).	0 2 4	
Indicator 1.2.2. Materials provide opportunities for learners to build on prior existing background knowledge.	0 2 4	
Indicator 1.2.3. Materials are designed with themes and content that encourage language use in cross-disciplinary contexts.	0 2 4	
Indicator 1.2.4. Materials are designed to promote language learning as a career skill and include a variety of visual and written texts that showcase professions and careers which require or are enhanced by proficiency in world languages.	0 2 4	
Criterion 1.2 Summary	**Rating Levels**	**Sub-Total and Rating**
	Meets Expectations 14-16 points **Partially Meets Expectations** 8-12 points **Does Not Meet Expectations** < 8 points	_____ / **16** _____

CRITERION 1.3 Comparisons and Communities	Materials are designed to promote communication and interaction with cultural competence in order for learners to participate in multilingual communities at home and around the world.	
Indicators	**Score**	**Evidence/Comments**
Indicator 1.3.1. Materials provide tasks for learners to use the language to investigate, explain, and reflect on the nature of language through comparisons of the new language with their own.	0 2 4	
Indicator 1.3.2. Materials provide tasks for learners to use the language to investigate, explain, and reflect on the concept of culture through the comparisons of the cultures studied and their own.	0 2 4	
Indicator 1.3.3. Materials provide tasks for learners to communicate with speakers or users of the world language outside of the classroom (in conversation, writing, performances or presentations), including members of the local community.	0 2 4	
Indicator 1.3.4. Materials provide opportunities for learners to set goals for their language learning or use of language in their life and reflect on their progress.	0 2 4	
Indicator 1.3.5. Materials provide suggestions or recommendations for ways learners can extend their language learning beyond the classroom experience.	0 2 4	

Criterion 1.3 Summary	Rating Levels	Sub-Total and Rating
	Meets Expectations 18-20 points **Partially Meets Expectations** 10-16 points **Does Not Meet Expectations** < 10 points	_____ / **20** _____

Gateway 1 Points Available	Rating Levels	Gateway 1 Points Achieved	Gateway 1 Rating
72	**Meets Expectations 62-72 points**	_____ **/ 72**	
	Partially Meets Expectations 36-60 points		
	Does Not Meet Expectations < 36 points		
Gateway 1 Comments			

Gateway 2 Overview		
Criteria	**Indicators**	**Available Points**
2.1. Proficiency, Core Practices and Interculturality Materials are designed to advance learner language proficiency and provide opportunities for learners' awareness and understanding of their own and others' cultures to grow through intercultural encounters.	**2.1.1-2.1.9**	36
2.2. Diversity and Representation Materials are designed to reflect accurately the diverse, vibrant, and complex cultures, communities, and individuals who use a particular world language.	**2.3.1-2.3.5**	20
		56

Indicators	Score	Evidence/Comments
CRITERION 2.1 Proficiency, Core Practices and Interculturality	_Materials are designed to advance learner language proficiency and provide opportunities for learners' awareness and understanding of their own and others' cultures to grow through intercultural encounters._	
Indicator 2.1.1. Materials identify appropriate proficiency targets for the level as outlined by the Delaware World Language Proficiency Targets.	0 2 4	
Indicator 2.1.2. Materials have been developed with the "end in mind" and clearly identify appropriate performance targets that use functional language in real-world settings in the form of learner-friendly "I Can" statements as outlined in the NCSSFL-ACTFL Can-Do Statements.	0 2 4	
Indicator 2.1.3. Materials prioritize the use of the target language through the use of authentic cultural texts in a variety of ways to showcase language and culture in real-world situations.	0 2 4	
Indicator 2.1.4. Materials allow for multiple opportunities for learners to receive input, check for understanding, and promote learner language production in all three modes of communication	0 2 4	
Indicator 2.1.5. Materials provide tasks that assess learner performance in all three modes of communication and/or in an integrated format.	0 2 4	

CRITERION 2.1 Proficiency, Core Practices and Interculturality	Materials are designed to advance learner language proficiency and provide opportunities for learners' awareness and understanding of their own and others' cultures to grow through intercultural encounters.	
Indicators	**Score**	**Evidence/Comments**
Indicator 2.1.6. Assessment Tasks in materials include aligned proficiency-oriented rubrics that provide sufficient guidance for interpreting learner performance.	0 2 4	
Indicator 2.1.7. Materials promote self-reflection opportunities in which learners encourages learners to see similarities as well as differences when learning about, analyzing, and interpreting their own and others' cultural products, practices and perspectives.	0 2 4	
Indicator 2.1.8. Materials provide tasks that encourage learners to use their language skills to engage with speakers of the language.	0 2 4	
Indicator 2.1.9. Materials present grammar as a concept and used in context to help learners carry out functional language with accuracy.	0 2 4	
Criterion 2.1 Summary	**Rating Levels Sub-Total**	**Sub-Total and Rating**
	Meets Expectations 32-36 points **Partially Meets Expectations** 18-30 points **Does Not Meet Expectations** < 18 points	_____ / 36 _____

CRITERION 2.2 Diversity and Representation	Materials are designed to reflect accurately the diverse, vibrant, and complex cultures, communities, and individuals who use a particular world language.	
Indicators	**Score**	**Evidence/Comments**
Indicator 2.2.1. Individuals or cultural groups mentioned in materials show diversity in variety of roles and occupations (i.e., different genders, gender identities, ages, races, ethnicities, disabilities, socioeconomic statuses, body types).	0 2 4	
Indicator 2.2.2. Biographical, contemporary or historical materials infuse perspectives and contributions from members of diverse groups accurately, and respectfully.	0 2 4	
Indicator 2.2.3. Instructional materials accurately reflect the culture, languages, traditions, beliefs, values and customs of people from diverse backgrounds.	0 2 4	
Indicator 2.2.4. Illustrations depict different groups in roles of power, authority and socioeconomic status.	0 2 4	
Indicator 2.2.5. When materials provide descriptions of families, they exhibit a range of configurations in addition to the traditional nuclear family model (i.e., single parents, adopted or foster children, stepparents, same-sex parents, relatives living with the family) and include tasks that are sensitive to diversity in family dynamics and learner experience.	0 2 4	

CRITERION 2.2 Diversity and Representation	Materials are designed to reflect accurately the diverse, vibrant, and complex cultures, communities, and individuals who use a particular world language.	
Indicators	**Score**	**Evidence/Comments**
Criterion 2.2 Summary	**Rating Levels**	**Sub-Total and Rating**
	Meets Expectations 18-20 points **Partially Meets Expectations** 10-16 points **Does Not Meet Expectations** < 10 points	_____ / 20 _____

Gateway 2 Points Available	Rating Levels	Gateway 2 Points Achieved	Gateway 2 Rating
56	**Meets Expectations** 48-56 points		
	Partially Meets Expectations 28-46 points		
	Does Not Meet Expectations < 28 points		
Gateway 2 Comments			

GATEWAY 3
Learner Supports and Usability

Gateway 3 Overview		
Criteria	**Indicators**	**Available Points**
3.1 Learner Supports Materials are designed to support all learners in learning a new language.	**3.1.1-3.1.6**	24
3.2 Teacher Usability and Supports Materials are designed to support teachers not only in using the materials, but also in understanding the expectations of the standards and proficiency-focused instruction.	**3.2.1-3.2.11**	44
3.3 Assessment Features Materials are designed to assess what learners know and can do and support the interpretation of the assessment results.	**3.3.1-3.1.6**	24
		92

CRITERION 3.1 Learner Supports	Materials are designed to support all learners in learning a new language.	
Indicators	**Score**	**Evidence/Comments**
Indicator 3.1.1. Materials reflect the principles of Universal Design for Learning (UDL).	0 2 4	
Indicator 3.1.2. The organization of the materials, including text format, font choice, layout and clear directions and explanations, make print or online content accessible and ADA compliant.	0 2 4	
Indicator 3.1.3. Materials provide **multiple** ways for learners to acquire new vocabulary, language functions or forms appropriate for the learner's age.	0 2 4	
Indicator 3.1.4. Materials provide supports, scaffolds and/or accommodations for special populations, including learners with IEPs and heritage language learners, that will support their regular and active participation in learning a new language**.**	0 2 4	
Indicator 3.1.5. Primary and ancillary materials provide differentiated opportunities for learners at varying ability levels and backgrounds to make use of language in personally meaningful ways to them**.**	0 2 4	
Indicator 3.1.6. Materials are easily accessed by learners in online formats.	0 2 4	

Criterion 3.1 Summary	Rating Levels	Sub-Total and Rating
	Meets Expectations 20-24 points **Partially Meets Expectations** 12-18 points **Does Not Meet Expectations** < 12 points	_____ / 24 _____

CRITERION 3.2 Teacher Usability and Supports	_Materials are designed to support teachers not only in using the materials, but also in understanding the expectations of the standards and proficiency-focused instruction._	
Indicators	**Score**	**Evidence/Comments**
Indicator 3.2.1. Materials document how each lesson and unit align to the ACTFL World Readiness Standards for Learning Languages.	0 2 4	
Indicator 3.2.2. Resources (whether in print or digital) are clear and free of errors.	0 2 4	
Indicator 3.2.3. Materials designated for each language level are sufficient for the time allotted.	0 2 4	
Indicator 3.2.4. Materials contain strategies for informing students, parents, or caregivers about proficiency and language learning and suggestions for how they can help support learner progress.	0 2 4	

CRITERION 3.2 Teacher Usability and Supports	Materials are designed to support teachers not only in using the materials, but also in understanding the expectations of the standards and proficiency-focused instruction.	
Indicators	**Score**	**Evidence/Comments**
Indicator 3.2.5. Materials are intuitively organized and easily accessible.	0 2 4	
Indicator 3.2.6. Materials include specific background information to help teachers support learners in meeting identified goals and objectives of each unit of instruction.	0 2 4	
Indicator 3.2.7. Materials provide guidance that supports teachers in planning and providing effective proficiency-focused learning experiences that engage learners in real-world language use.	0 2 4	
Indicator 3.2.8. Primary and ancillary materials contain teacher guidance with annotations and suggestions for how they should be used.	0 2 4	
Indicator 3.2.9. Materials contain suggestions for the teacher on how to connect instruction to the students' home, neighborhood, community and/or culture.	0 2 4	
Indicator 3.2.10. Materials provide scaffolds and differentiated support to teachers to make learning tasks and assessments accessible to all learners, especially those in special populations (i.e., learners with special needs and heritage language learners).	0 2 4	

CRITERION 3.2 Teacher Usability and Supports	*Materials are designed to support teachers not only in using the materials, but also in understanding the expectations of the standards and proficiency-focused instruction.*	
Indicators	**Score**	**Evidence/Comments**
Indicator 3.2.11. Materials provide opportunities for teachers to use a variety of grouping strategies.	0 2 4	

	Rating Levels	**Sub-Total and Rating**
Criterion 3.2 Summary	**Meets Expectations** 38-44 points **Partially Meets Expectations** 22-36 points **Does Not Meet Expectations** < 22 points	_____ / 44 _____

CRITERION 3.3 Assessment Features	Materials are designed to assess what learners can do and support the interpretation of the assessment results.	
Indicators	**Score**	**Evidence/Comments**
Indicator 3.3.1. Materials provide a continuum of assessments: pre-, formative, summative and self-assessment measures.	0 2 4	
Indicator 3.3.2. Materials provide assessments that are proficiency-oriented and performance-based in an Integrated Performance Assessment format.	0 2 4	
Indicator 3.3.3. Materials provide opportunities and guidance for oral and/or written peer and teacher feedback and learner self-reflection, allowing students to monitor and advance their own proficiency.	0 2 4	
Indicator 3.3.4. Tools are provided to assist with the proficiency-focused scoring of assessment items (e.g., sample learner responses, rubrics, scoring guidelines, and open-ended feedback).	0 2 4	
Indicator 3.3.5. Guidance is provided for interpreting the range of learner responses and for teachers to adjust instruction and provide feedback to learners.	0 2 4	
Indicator 3.3.6. Assessments are accessible to diverse learners regardless of gender identification, language, learning exceptionality, race/ethnicity, or socioeconomic status.	0 2 4	
Criterion 3.3 Summary	**Rating Levels**	**Sub-Total and Rating**

	Meets Expectations 20-24 points **Partially Meets Expectations** 12-18 points **Does Not Meet Expectations** < 12 points	_____ **/ 24** _____

Gateway 3 Points Available	Rating Levels		Gateway 3 Points Achieved	Gateway 2 Rating
92	**Meets Expectations** 78-92 points			
	Partially Meets Expectations 46-76 points			
	Does Not Meet Expectations < 46 points			
Gateway 3 Comments				