 **WORLD LANGUAGE INSTRUCTIONAL MATERIALS SCREENING INSTRUMENT**

**GRADES 9-12 MODERN LANGAUGES: ALPHABETIC**

**SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

*All submissions must be aligned to the Tennessee World Language Standards and therefore must meet the non-negotiable criteria of Section I prior to moving to Section II.*

*Note: The Tennessee standards including the introduction and grade level standards appropriate to this screening instrument and this screening instrument should be read in full prior to reviewing materials.* Evaluatorsof materials must be well versed in the standards for the grade/course(s) aligned to the materials in question, how the content fits into the progressions in the content standards, and the expectations of the standards.

**GRADES 9-12 MODERN LANGUGES: ALPHABETIC  
SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA**

***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*

***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed*

*All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION I. Alignment to Tennessee State World Language Standards (Modern Alphabetic)**  ***Part A.*** The instructional materials represent 80% alignment with the Tennessee World Languages Standards and explicitly focus teaching and learning that meet Modern Language Standards that are age-appropriate at a level of rigor necessary for students to reach mastery: | | | | |
| **CORNERSTONE: Communication (C1)** | | | | |
| **Performance Level** | **Standard C1.1**  ***Interpersonal Communication — Listening*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions. |
| **Novice Low (NL)**  **ML.C1.1.NL.a-c** | **Novice Low Learners use memorized words and some phrases to**   1. greet peers. 2. state one’s name. 3. answer a few basic questions. |  |  |  |
| **Novice Mid (NM)**  **ML.C1.1.NM.a-g** | **Novice Mid Learners use memorized words and phrases to**   1. greet and leave people in a polite way. 2. introduce oneself and others. 3. answer a variety of basic questions. 4. make some basic statements in a conversation. 5. ask some basic questions. 6. communicate basic information about oneself and familiar people. 7. communicate some basic information about everyday life. |  |  |  |
| **Novice High (NH)**  **ML.C1.1.NH.a-e** | **Novice High Learners begin to use simple sentences to**   1. exchange some personal information. 2. exchange information based on texts, graphs, or pictures. 3. ask for and give simple directions. 4. make plans with others. 5. interact with others in everyday situations. |  |  |  |
| ***These materials meet with at least 80% of C1.1 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Low (IL)**  **ML.C1.1.IL.a-d** | **Intermediate Low Learners create basic sentences to**   1. have a conversation on a number of everyday topics. 2. ask and answer questions about familiar factual information. 3. use the language to meet basic needs in familiar situations. 4. use practiced or memorized expressions to begin to indicate various time frames. |  |  |  |
| ***These materials meet with at least 80% of C1.1 standards required for Level 2 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Mid (IM)**  **ML.C1.1.IM.a-e** | **Intermediate Mid Learners create and begin to connect sentences to**   1. start, maintain, and end a conversation on a variety of familiar topics. 2. discuss daily activities and personal preferences. 3. handle tasks related to personal needs. 4. exchange information about subjects of special interest. 5. use language in various time frames with occasional success. | **X\*** |  | **There are more practice opportunities than in Así Se Dice 2, but prompts sometimes seem forced.**  **e) \*There is more focus on subjunctive mood than on time frames. More focus on time frames would promote student success. Often natural communication activities, that would lend themselves to different tenses are sacrificed for unnatural subjunctive practice. E.g. p. 140 could be followed up with conditional, but instead the cultural topics are cut short to introduce a forced imperfect subjunctive.** |
| ***These materials meet with at least 80% of C1.1 standards required for Levels 3 and 4 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |
| **Intermediate High (IH)**  **ML.C1.1.IH.a-d** | **Intermediate High Learners create and connect sentences to**   1. explore information related to areas of personal interest. 2. handle a task that requires multiple steps. 3. navigate a situation that may have a complication. 4. use language in various time frames with regular success. |  |  |  |
| ***These materials meet with at least 80% of C1.1 standards required for Level 5 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Advanced Low (AL)**  **ML.C1.1.AL.a-e** | **Advanced Low Learners create sequences of sentences to**   1. participate in conversations on a wide variety of topics that go beyond everyday life. 2. compare and contrast life in different locations and in different historical periods. 3. resolve an unexpected complication that arises in a familiar situation. 4. conduct or participate in interviews. 5. use language in various time frames with frequent success. |  |  |  |
| **Advanced Mid (AM)**  **ML.C1.1.AM.a-c** | **Advanced Mid Learners create sequences of detailed sentences to**   1. communicate effectively on a wide variety of present, past, and future events. 2. exchange general information on topics outside a field of interest. 3. resolve a complication or unexpected turn of events. |  |  |  |
| **Advanced High (AH)**  **ML.C1.1.AH.a-c** | **Advanced High Learners create sequences of complex sentences to**   1. exchange complex information about academic and professional tasks. 2. exchange detailed information on topics within and beyond a field of interest. 3. support opinions and construct hypotheses. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C1.2**  ***Interpretive Communication- Listening*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Demonstrate understanding, interpret, and analyze what is heard on a variety of topics. |
| **Novice Low (NL)**  **ML.C1.2.NL.a-b** | **Novice Low Learners recognize memorized words and some phrases to**   1. identify the sound of a letter or character. 2. determine isolated words, particularly when accompanied by gestures or pictures. |  |  |  |
| **Novice Mid (NM)**  **ML.C1.2.NM.a-b** | **Novice Mid Learners recognize memorized words and phrases to**   1. identify simple greetings and a few courtesy phrases (e.g. greetings and basic commands/directions). 2. isolate words and phrases that they have learned for specific purposes. |  |  |  |
| **Novice High (NH)**  **ML.C1.2.NH.a-d** | **Novice High Learners begin to recognize simple sentences to**   1. comprehend basic questions or statements on familiar topics. 2. understand simple information when presented with pictures, graphs, and other visual supports. 3. indicate the main idea of a simple conversation on familiar topics. 4. follow the narrative of a simple story being read aloud. |  |  |  |

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| ***These materials meet with at least 80% of C1.2 standards required for Level 1 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Low (IL)**  **ML.C1.2.IL.a-b** | **Intermediate Low Learners recognize basic sentences to**   1. determine the main idea of texts and interactions related to everyday life. 2. follow questions and simple statements on familiar topics when participating in a conversation. |  |  |  |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| ***These materials meet with at least 80% of C1.2 standards required for Level 2 Modern Alphabetic Language courses.*** | **Yes**  **X** | **No** | **Notes (Optional)** |

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| **Intermediate Mid (IM)**  **ML.C1.2.IM.a-b** | **Intermediate Mid Learners begin to recognize connected sentences to**   1. determine some details of texts and interactions related to everyday life. 2. recognize the main idea and some details in advertisements, announcements, and other simple texts related to their everyday life. | X |  | The teacher will be the primary source of aural input-the SE provides some structure for these, additional resources provide most of these |

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| ***These materials meet with at least 80% of C1.2 standards required for Levels 3 and 4 Modern Alphabetic Language courses.*** | **Yes**  **X** | **No** | **Notes (Optional)** |

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| **Intermediate High (IH)**  **ML.C1.2.IH.a-c** | **Intermediate High Learners recognize connected sentences to**   1. comprehend straightforward information or interactions. 2. determine many details in advertisements, announcements, and other simple texts. 3. understand situations with complicating factors. |  |  |  |

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| ***These materials meet with at least 80% of C1.2 standards required for Level 5 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Advanced Low (AL)**  **ML.C1.2.AL.a-b** | **Advanced Low Learners recognize sequences of sentences to**   1. follow stories and descriptions in various time frames. 2. determine the details of advertisements, announcements, and other texts |  |  |  |
| **Advanced Mid (AM)**  **ML.C1.2.AM.a-c** | **Advanced Mid Learners recognize sequences of detailed sentences to**   1. isolate details of complex descriptions or interviews. 2. comprehend accounts of events. 3. follow directions and multi-step instructions. |  |  |  |
| **Advanced High (AH)**  **ML.C1.2.AH.a-c** | **Advanced High Learners recognize sequences of complex sentences to**   1. analyze detailed reports, debates, and interviews. 2. evaluate various viewpoints in extended arguments. 3. judge discussions and presentations on many concrete and abstract topics. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C1.3**  ***Interpretive Communication- Reading*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Interpret, analyze, and demonstrate understanding of written materials on a variety of topics. |
| **Novice Low (NL)**  **ML.C1.3.NL.a-b** | **Novice Low Learners recognize memorized words and some phrases to**   1. identify a few letters or characters. 2. connect some words, phrases, or characters to their meaning. |  |  |  |
| **Novice Mid (NM)**  **ML.C1.3.NM.a-b** | **Novice Mid Learners recognize memorized words and phrases to**   1. identify words, phrases, and characters with support of visuals. 2. distinguish words, phrases, and characters associated with familiar topics. |  |  |  |
| **Novice High (NH)**  **ML.C1.3.NH.a-c** | **Novice High Learners begin to recognize simple sentences to**   1. understand short, simple texts on familiar topics. 2. understand the main idea of short published material (e.g., schedules, brochures, birthday cards, public notices, signs). 3. comprehend simple descriptions with visual support. |  |  |  |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| ***These materials meet with at least 80% of C1.3 standards required for Level 1 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Low (IL)**  **ML.C1.3.IL.a-c** | **Intermediate Low Learners recognize basic sentences to**   1. understand short texts of personal interest. 2. identify some basic information needed to fill out forms. 3. infer basic information from a variety of media (e.g., weather reports, job postings). |  |  |  |

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| ***These materials meet with at least 80% of C1.3 standards required for Level 2 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Mid (IM)**  **ML.C1.3.IM.a-b** | **Intermediate Mid Learners begin to recognize connected sentences to**   1. articulate the main idea of simple texts related to everyday life (e.g., postcards from friends, entertainment magazines, social media posts). 2. understand simple written exchanges between other people. | X |  | There are more in Level 3 than 2. Level 3 has markedly more text than earlier levels. These are scattered throughout the materials. There are many examples of canonical literature |

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| ***These materials meet with at least 80% of C1.3 standards required for Levels 3 and 4 Modern Alphabetic Language courses.*** | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Intermediate High (IH)**  **ML.C1.3.IH.a-b** | **Intermediate High Learners recognize connected sentences to**   1. articulate the main idea of texts related to everyday life, personal interests, and school studies. 2. follow some accounts of events and experiences in various time frames. |  |  |  |

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| ***These materials meet with at least 80% of C1.3 standards required for Level 5 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Advanced Low (AL)**  **ML.C1.3.AL.a-e** | **Advanced Low Learners recognize sequences of sentences to**   1. articulate the main idea and some supporting details on a variety of topics of personal and general interest. 2. find and use information for practical purposes. 3. follow stories and descriptions in various time frames and genres. 4. research materials to make an informed choice. 5. follow written multi-step instructions. |  |  |  |
| **Advanced Mid (AM)**  **ML.C1.3.AM.a-b** | **Advanced Mid Learners recognize sequences of detailed sentences to**   1. articulate the main idea and supporting details on some unfamiliar topics. 2. follow stories and descriptions of considerable length in various time frames. |  |  |  |
| **Advanced High (AH)**  **ML.C1.3.AH.a-b** | **Advanced High Learners recognize sequences of complex sentences to**   1. understand narrative, descriptive, and informational texts of any length. 2. read about topics of special interest and abstract concepts. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C1.4**  ***Presentational Communication- Speaking*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience. |
| **Novice Low (NL)**  **ML.C1.4.NL.a-c** | **Novice Low Learners use memorized words and some phrases to**   1. present limited personal information. 2. state the names of familiar people, places, and objects with visual support. 3. recite short songs and simple rhymes or chants. |  |  |  |
| **Novice Mid (NM)**  **ML.C1.4.NM.a-e** | **Novice Mid Learners use memorized words and phrases to**   1. describe familiar items in one’s immediate environment. 2. describe oneself and others. 3. state likes and dislikes. 4. describe daily activities. 5. present simple information about familiar topics. |  |  |  |
| **Novice High (NH)**  **ML.C1.4.NH.a-c** | **Novice High Learners begin to use simple sentences to**   1. describe a familiar event, experience, or topic. 2. present basic information about a familiar person, place, or thing. 3. give basic instructions. |  |  |  |

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| ***These materials meet with at least 80% of C1.4 standards required for Level 1 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Low (IL)**  **ML.C1.4.IL.a-e** | **Intermediate Low Learners create basic sentences to**   1. describe people, activities, events, and experiences. 2. express needs, wants, and preferences on topics of interest. 3. interpret and discuss instructions, directions, and maps. 4. present songs, short skits, or dramatic readings. 5. use practiced or memorized expressions to begin to indicate various time frames. |  |  |  |

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| ***These materials meet with at least 80% of C1.4 standards required for Level 2 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Mid (IM)**  **ML.C1.4.IM.a-d** | **Intermediate Mid Learners create and begin to connect sentences to**   1. discuss one’s personal and social experiences. 2. present information about something learned or researched. 3. express a viewpoint about common interests and issues. 4. use language in various time frames with occasional success. | X\* |  | These are present in the materials. These topics work well to integrate culture with communication- if the materials would follow the flow of ideas.  b-c) Some of the prompts are strained- the materials insist on ignoring continuing communicative threads in favor of grammatical points  \*d) again- time frames are brushed aside in lieu of subjunctive practice. Students would benefit from more experience with tense-practice |

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| ***These materials meet with at least 80% of C1.4 standards required for Levels 3 and 4 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate High (IH)**  **ML.C1.4.IH.a-d** | **Intermediate High Learners create and connect sentences to**   1. research and describe more sophisticated academic topics within the content areas. 2. present information about events, activities, and topics of particular interest. 3. defend a point of view with supporting evidence. 4. use language in various time frames with some success. |  |  |  |

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| ***These materials meet with at least 80% of C1.4 standards required for Level 5 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Advanced Low (AL)**  **ML.C1.4.AL.a-d** | **Advanced Low Learners create sequences of sentences to**   1. develop short, organized presentations on various academic, career-related, social, or cultural topics. 2. explain issues of public and community interest, including different viewpoints. 3. create short presentations for a specific audience. 4. use language in various time frames with regular success. |  |  |  |
| **Advanced Mid (AM)**  **ML.C1.4.AM.a-c** | **Advanced Mid Learners create sequences of detailed sentences to**   1. develop well-organized information about events of public, professional, or personal interest. 2. convey ideas and elaborate on a variety of topics. 3. use language in various time frames with frequent success. |  |  |  |
| **Advanced High (AH)**  **ML.C1.4.AH.a-c** | **Advanced High Learners create sequences of complex sentences to**   1. present detailed information on abstract topics and issues. 2. utilize precise language to clearly present a viewpoint with supporting arguments on a complex issue. 3. use culturally authentic presentational conventions and strategies. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C1.5**  ***Presentational Communication- Writing*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience. |
| **Novice Low (NL)**  **ML.C1.5.NL.a-b** | **Novice Low Learners use memorized words and some phrases to**   1. copy some letters, words, and phrases presented from a variety of texts. 2. label familiar people, places, and objects in pictures and posters. |  |  |  |
| **Novice Mid (NM)**  **ML.C1.5.NM.a-c** | **Novice Mid Learners use memorized words and phrases to**   1. fill out a simple form with some basic personal information. 2. write about oneself. 3. make lists that aid in day-to-day life. |  |  |  |
| **Novice High (NH)**  **ML.C1.5.NH.a-c** | **Novice High Learners begin to use simple sentences to**   1. describe daily life in a letter, email, blog, or discussion board. 2. describe a familiar experience or event using practiced material. 3. ask for basic information. |  |  |  |

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| ***These materials meet with at least 80% of C1.5 standards required for Level 1 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Low (IL)**  **ML.C1.5.IL.a-f** | **Intermediate Low Learners create basic sentences to**   1. describe people, activities, events, and experiences. 2. prepare materials for a presentation. 3. give basic instructions on how to make or do something. 4. write about topics of student interest. 5. ask questions to obtain information. 6. use practiced or memorized expressions to begin to indicate various time frames. |  |  |  |

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| ***These materials meet with at least 80% of C1.5 standards required for Level 2 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Intermediate Mid (IM)**  **ML.C1.5.IM.a-d** | **Intermediate Mid Learners create and begin to connect sentences to**   1. write messages, announcements, and invitations. 2. compose a simple paragraph about a learned or researched topic. 3. create communications for an authentic audience. 4. use language in various time frames with occasional success. | X\* |  | Like the other levels of *Así Se* Dice, there is a lot of practice, \*the practice is very structured and does not allow for much creativity on the part of the student-it makes it easier to assess as a teacher. Often writing practice looks like, “Rewrite the cloze paragraph from the exercise above in the preterite”- this is not writing. The limited writing practice comes at the end of each Unidad. |

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| ***These materials meet with at least 80% of C1.5 standards required for Levels 3 and 4 Modern Alphabetic Language courses.*** | **Yes**  **X** | **No** | **Notes (Optional)**  **There are many natural writing activities that would lend themselves to the topics presented in this level, but they are not offered- a seasoned teacher may not be put off by this, but a new teacher may struggle.** |

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| **Intermediate High (IH)**  **ML.C1.5.IH.a-b** | **Intermediate High Learners create and connect sentences to**   1. research a problem or topic (e.g. academic, career, community, entertainment, or social). 2. indicate various time frames with some success |  |  |  |

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| ***These materials meet with at least 80% of C1.5 standards required for Level 5 Modern Alphabetic Language courses.*** | **Yes** | **No** | **Notes (Optional)** |

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| **Advanced Low (AL)**  **ML.C1.5.AL.a-d** | **Advanced Low Learners create sequences of sentences to**   1. conduct basic academic tasks (e.g., peer review, essay revisions, note taking). 2. respond to basic social and civic issues (e.g., letter to the editor, letter of advice, online journal, online discussion forum). 3. conduct basic career tasks (e.g., memo, multi-step project plan, resumé). 4. Indicate various time frames with regular success. |  |  |  |
| **Advanced Mid (AM)**  **ML.C1.5.AM.a** | **Advanced Mid Learners create sequences of detailed sentences to**   1. write well-organized texts for a variety of academic, professional, and social purposes. |  |  |  |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced High (AH)**  **ML.C1.5.AH.a-b** | **Advanced High Learners create sequences of complex sentences to**   1. write using the conventions of the target language and culture to present and elaborate on a point of view. 2. write using the conventions of the target language and culture for formal purposes. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **CORNERSTONE: Culture (C2)** | | | | |
| **Performance Level** | **Standard C2.1**  ***Relating Cultural Practices to Perspectives*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. |
| **Novice Range (NR)**  **ML.C2.1.NR.a-g** | **Novice Range Learners**   1. use appropriate gestures and oral expressions in social interactions. 2. identify authentic or simulated age-appropriate cultural activities (e.g., games or birthday celebrations). 3. use words and phrases to describe what people from the target culture are doing in texts or visual media (e.g., images, film, vase paintings, statues). 4. list practices and ask simple questions after viewing media about everyday life. 5. identify characteristics of culturally specific events. 6. simulate age-appropriate practices from the target culture. 7. identify cultural practices from authentic materials (e.g., videos or news articles). |  |  |  |
| ***These materials meet with at least 80% of C2.1 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Intermediate Range (IR)**  **ML.C2.1.IR.a-h** | **Intermediate Range Learners**   1. examine, analyze, and exchange information on patterns of behavior typical of their peer group in the target culture. 2. identify and begin to use both formal and informal methods to interact with peers and adults. 3. observe or identify a variety of authentic or simulated age- appropriate cultural activities (e.g., games, sports, or entertainment). 4. investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. 5. identify and analyze cultural practices using authentic materials. 6. simulate culturally appropriate community interactions. 7. interact with peers or the peer group of the target culture to demonstrate an awareness of culturally respectful behavior. 8. begin to adjust language and message to acknowledge audiences with different cultural backgrounds. | X |  | While the first half of *Así Se Dice 3* has culture sprinkled in, the section half utilizes topics where culture is embedded. This flows very well. Some of the grammar seems retrofitted, but the topics are well-chosen.  f-g) There is an entire chapter about this- this is well-integrated. |
| ***These materials meet with at least 80% of C2.1 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced Range (AR)**  **ML.C2.1.AR.a-c** | **Advanced Range Learners**   1. simulate culturally appropriate behaviors in a variety of settings, authentic or simulated, pertaining to the target culture. 2. use language and message appropriately for the intended audience. 3. make inferences about cultural perspectives, based on associated practices |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C2.2**  ***Relating Cultural Products to Perspectives*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Investigate, explain, and reflect on the relationship between products and perspectives of the culture(s) studied. |
| **Novice Range (NR)**  **ML.C2.2.NR.a-d** | **Novice Range Learners**   1. identify tangible and intangible products of the target culture and their purpose. 2. determine and discuss the perspective of artwork, crafts, or graphic representations common within the peer group of the target culture. 3. identify the author and country of origin of short poems, stories, and plays from the target culture. 4. provide simple reasons for the role and importance of products from the target culture. |  |  |  |
| ***These materials meet with at least 80% of C2.2 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Range (IR)**  **ML.C2.2.IR.a-c** | **Intermediate Range Learners**   1. identify and investigate the function of products of the target culture. 2. explore (e.g., read, listen to, observe, perform) products of the target culture and explain the origin and importance of these products today. 3. identify and analyze cultural products found in literature, news stories, and films from the target culture. | X |  | There are many examples of literature with support for student success. |
| ***These materials meet with at least 80% of C2.2 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced Range (AR)**  **ML.C2.2.AR.a-e** | **Advanced Range Learners**   1. describe how some cultural products have changed or disappeared over time. 2. identify, research, and analyze the role and importance of tangible and intangible products from the target culture. 3. use evidence-based details to explain and analyze the historical, social, economic, and/or political significance of products found in the target culture. 4. connect products to associated practices and give evidence-based cultural insights about the target culture. 5. identify and analyze the role and importance of cultural products found in literature, news stories, and/or film. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **CORNERSTONE: Connections (C3)** | | | | |
| **Performance Level** | **Standard C3.1**  ***Making Connections*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively. |
| **Novice Range (NR)**  **ML.C3.1.NR.a-i** | **Novice Range Learners**   1. identify the target countries on a map. 2. identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g. measurements), science (e.g. animals), the arts (e.g. musical instruments), and social studies (e.g. geographical formations). 3. read or listen to stories from the target culture and compare them to familiar stories from the same genre (e.g., folklore, fables, myths, legends). 4. use technology and resources introduced in other content areas to explore authentic resources in the target language. 5. identify the various systems (i.e. measurement and time) used throughout the target countries and in one’s own in order to compare time, distance, and size. 6. discuss currency exchange rates between the target countries and the United States in order to understand the price of goods and services. 7. observe climate around the world, giving reasons for weather patterns based on location and time of year. 8. compare typical food items from the target countries and one’s own. 9. explore people from the past and present who have had an influence locally and/or globally. |  |  |  |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| ***These materials meet with at least 80% of C3.1 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Range (IR)**  **ML.C3.1.IR.a-e** | **Intermediate Range Learners**   1. identify and locate the target countries and their geographic features on a map. 2. relate topics from other content areas to the target culture. 3. explain and sequence the significant events that shaped the identity of the target countries. 4. compare attitudes and reactions regarding current events of global importance. 5. contrast examples of contemporary culture (e.g., sports, music, art, architecture) from the target countries to one’s own. | X |  | Most of the photographs have been used in other *Así Se Dice* levels.  e) well-covered |
| ***These materials meet with at least 80% of C3.1 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced Range (AR) ML.C3.1.AR.a-c** | **Advanced Range Learners**   1. give and defend one’s opinion of media (e.g., movie, book) from the target countries. 2. examine different forms of government to compare how leaders in target language countries are chosen or elected. 3. research a historically significant innovation or invention, and explain its impact on the target countries. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C3.2**  ***Acquiring Information and Diverse Perspectives*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Access and evaluate information and diverse perspectives that are available through the target language and its cultures. |
| **Novice Range (NR)**  **ML.C3.2.NR.a-d** | **Novice Range Learners**   1. identify the content areas and expand on vocabulary for each. 2. interpret information from infographics. 3. use media from the target culture to increase knowledge of topics from other content areas. 4. identify the main idea of current events reported in news from the target culture. |  |  |  |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| ***These materials meet with at least 80% of C3.2 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Range (IR)**  **ML.C3.2.IR.a-e** | **Intermediate Range Learners**   1. use age-appropriate authentic sources to prepare presentations on familiar topics. 2. describe a current event article or broadcast in the target language and evaluate how it compares with the same event reported in the United States. 3. explore the various perspectives of a major figure in history, science, or the arts from the perspective of the target culture. 4. compare preferences related to daily life of the local community to those of the target culture (e.g., music, movies, or leisure activities). 5. compare the perspective of local advertisements with advertisements of the target culture. | X\* |  | a) There are some authentic resources. However, there is enough information on given topics for students to use the text as the main source of information for a presentation  c) This topic is covered well in these materials  e\*) there are some missed opportunities where products that are discussed briefly could be examined in-depth for deeper understanding |
| ***These materials meet with at least 80% of C3.2 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced Range (AR) ML.C3.2.AR.a-b** | **Advanced Range Learners**   1. research and analyze an issue of global importance from the perspective of the target countries. 2. examine literature or artwork from the target culture from a historical perspective and explain the importance of the work to the target culture. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **CORNERSTONE: Comparisons (C4)** | | | | |
| **Performance Level** | **Standard C4.1**  ***Language Comparisons*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one’s own. |
| **Novice Range (NR) ML.C4.1.NR.a-f** | **Novice Range Learners**   1. recognize and use words that are similar in the target language and one’s own language, and predict the reasons for borrowing such words. 2. identify idioms and their functions in one’s own language and target language. 3. compare formal and informal speech in one’s own and target language. 4. compare and contrast the sounds and writing systems of one’s own language with the target language. 5. identify features of language specific to the target language that may not exist in one’s own language (e.g., gender, tense, character components). 6. compare word order between one’s own and the target language. |  |  |  |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| ***These materials meet with at least 80% of C4.1 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Range (IR)**  **ML.C4.1.IR.a-e** | **Intermediate Range Learners**   1. identify expressions that communicate respect and status in one’s own and the target language. 2. determine words in one’s own and target language that have no direct translation. 3. recognize how different time frames are expressed in the target language and one’s own. 4. predict language origins based on awareness of cognates and linguistic similarities. 5. investigate cognates that can have the same or different meanings among languages and speculate about the evolution of language over time. | X |  | b) The refranes in the margins contribute to students’ mastery of this standard  c) These materials sacrifice tenses in lieu of subjunctive mood. |
| ***These materials meet with at least 80% of C4.1 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |
| **Advanced Range (AR)**  **ML.C4.1.AR.a-b** | **Advanced Range Learners**   1. compare linguistic elements that allow expression of time frames (i.e., past, present, and future). 2. analyze linguistic features and hypothesize how they may or may not reflect the ways in which cultures organize information and view the world. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **Performance Level** | **Standard C4.2**  ***Cultural Comparisons*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own. |
| **Novice Range (NR) ML.C4.2.NR.a-e** | **Novice Range Learners**   1. contrast tangible and intangible products of the target culture to one’s own. 2. compare simple patterns of behavior or interaction in various cultural settings (e.g., transportation to school, eating habits). 3. compare appropriate gestures to greet friends, family, or new acquaintances in one’s own and the target culture. 4. compare games, stories, songs, and rhymes from the target culture and one’s own. 5. contrast daily life, celebrations, and communities from the target culture and one’s own. |  |  |  |
| ***These materials meet with at least 80% of C4.2 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Intermediate Range (IR)**  **ML.C4.2.IR.a-f** | **Intermediate Range Learners**   1. discuss products’ origins and importance by comparing products in one’s own and the target culture. 2. explore the origins and importance of cultural practices (e.g., holidays, celebrations, work habits) by comparing practices in one’s own and the target culture. 3. compare and contrast the role and importance of family in one’s own and the target culture. 4. juxtapose school schedules, course offerings, and attitudes toward school in one’s own and the target culture. 5. compare and contrast career choices and preparation in one’s own and the target culture. 6. explore entertainment and leisure options in one’s own and the target culture. | X |  | There are several sections that address these standards  The topics of the Unidades correspond with these topics  e) These materials cover this topic better than in previous levels. These materials integrate this topic with grammatical features to create a logical well-structured Unidad that promotes communication- I wish this approach were continued throughout all of the *Así Se Dice* materials. |
| ***These materials meet with at least 80% of C4.2 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced Range (AR)**  **ML.C4.2.AR.a-e** | **Advanced Range Learners**   1. discuss the value placed on resources in one’s own and the target culture. 2. explain attitudes toward health and wellness in one’s own and the target culture. 3. compare and contrast the importance placed on individual needs versus community/global needs in one’s own and the target culture. 4. draw conclusions about the impact of technology use in one’s own and the target culture. 5. compare and contrast political systems in one’s own and the target culture. |  |  |  |

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| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | **Yes** | **No** | **Notes: (Optional)** |

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| **CORNERSTONE: Communities (C5)** | | | | |
| **Performance Level** | **Standard C5.1**  ***School and Global Communities*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Use language to interact both within and beyond the classroom. |
| **Novice Range (NR) ML.C5.1.NR.a-d** | **Novice Range Learners**   1. identify places in the community where the target language is spoken. 2. research opportunities for participation in school, community, or language competitions. 3. access speakers of the language either in person or using technology. 4. explore professions that require proficiency in another language. |  |  |  |
| ***These materials meet with at least 80% of C5.1 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Intermediate Range (IR)**  **ML.C5.1.IR.a-c** | **Intermediate Range Learners**   1. interact with members of the local community or with contacts made electronically to hear how they use the language (e.g., law enforcement, interpreters, heritage speakers). 2. research the use of the target language in various fields of work in today’s world. 3. explore real-world opportunities to connect with the target language community. | X |  | This level of material covers these standards well. The relation between topics and communicative topics supports these. |
| ***These materials meet with at least 80% of C5.1 standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Advanced Range (AR) ML.C5.1.AR.a-b** | **Advanced Range Learners**   1. discuss how to create a product (e.g., local maps, brochures, health bulletins, school announcements) in the target language for native consumers. 2. research opportunities to provide a service to the community utilizing the target language (e.g., interpreting the target language at a community event or clinic, create local maps, brochures, or school/community announcements). |  |  |  |
| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | | **Yes** | **No** | **Notes (Optional)** |
| **Performance Level** | **Standard C5.2**  ***Lifelong Learning*** | **Yes** | **No** | **Evidence (e.g., page numbers and/or examples of inclusion)** |
| Use the target language for enrichment and advancement. |
| **Novice Range (NR) ML.C5.2.NR.a-d** | **Novice Range Learners**   1. interpret materials and/or media from the target language and culture. 2. exchange information about topics of personal interest 3. identify music or songs in the target language. 4. set learning goals for language acquisition. |  |  |  |
| ***These materials meet with at least 80% of C5.2 standards required for Level 1 Modern Alphabetic Language courses.*** | | **Yes** | **No** | **Notes (Optional)** |

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| ***Note****: There are instances in the standards where examples are given. The following should be used as a reference for when for those examples:*  ***e.g.:*** *“for example”; examples that could be used, but examples are not limited to those listed* |

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| **Intermediate Range (IR)**  **ML.C5.2.IR.a-b** | **Intermediate Range Learners**   1. consult various sources in the target language to obtain information on topics of personal interest. 2. reflect and collect evidence on language acquisition goals to plan one’s next steps in the language learning process. | X |  | There are notes in the margins to help students know where to find resources to review skills. |
| ***These materials meet with at least 80% of C5.1standards required for Levels 2-5 Modern Alphabetic Language courses.*** | | **Yes**  **X** | **No** | **Notes (Optional)** |
| **Advanced Range (AR) ML.C5.2.AR.a** | **Advanced Range Learners**   1. regularly consult authentic materials above one’s ability in order to increase language proficiency. |  |  |  |
| ***The above ranges are higher than the designated Performance Target Levels according to the Tennessee World Language Standards. They are optional but may be incorporated into instructional materials.***  ***However, they do not have to be met in order to pass the rubric.*** | | **Yes** | **No** | **Notes (Optional)** |

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| **SECTION I. Alignment to Tennessee World Language Standards**  ***Part B. Focus:*** Instruction centers on the performance targets at the level articulated within the standards. | | | |
|  | **Yes** | **No\*** | **\* Evidence of extraneous or inaccurate materials** |
| Materials focus on the performance targets (i.e., do not include information outside of the scope of the target level or disconnected facts and details). | **X** |  |  |
| Materials are culturally sensitive, grade level appropriate, and accurately reflect the diversity and history of the target culture represented. | **X\*** |  | **The topics are well-chosen in this level. However some of the travel themes may be unrelatable for some students. E.g. ‘talk about train travel where you live’** |
| ***Part C. Rigor***: Supports the intertwined five-dimensional nature of the Tennessee State Standards through the integration of conceptual understandings within each cornerstone. | | | |
|  | **Yes** | **No** | **Evidence (include evidence of five-dimensional integration within each of cornerstones below)** |
| **Communication** | | | |
| There are a variety of meaningful activities that provide opportunities for individual, paired, cooperative learning, and information gap activities. | ***X*** |  | ***There are different opportunities for different grouping*** |
| There is sufficient oral and written practice of the grammar concepts that lead from high-structured to meaningful to communicative use of the language. | ***X*** |  | ***The materials explain grammar. Students have opportunities to practice grammar in isolation. There are a few communicative opportunities to ‘put it all together’ at the end of each Unidad. More free-form writing prompts would improve student learning. Greater focus on time frames rather than moods would also help students gain confidence in communication.*** |
| Listening, speaking, reading, writing, and cultural strategies (such as circumlocution, making and verifying hypotheses, making inferences, and predicting) presented and practiced. | ***X*** |  | ***There are notes in the margins of students’ edition to help with comprehension.*** |
| **Culture** | | | |
| There is a wide range and diverse representation of countries and cultures presented. | ***X*** |  | ***There are many countries represented. There is additional information in this level.*** |
| **Connections** | | | |
| Provides opportunities to make connections between the target language and other subject areas | ***X*** |  | ***There are a few ‘connection’-type boxes throughout the book. There are a couple readings in the back of the SE that overtly connect to other subject areas.*** |
| Students must do more than rote memorization and recall to demonstrate success. | ***X*** |  | ***There is a lot isolated practice for skills. There are “Proficiency Practice” sections at the end of each Unidad to help students review.*** |
| **Comparisons:** | | | |
| Students frequently make comparisons with the target culture to discover similar and different cultural concepts and patterns. | ***X*** |  | ***These are much more pronounced in this level (compared to 1 and 2). The Unidad topics lend themselves to this.*** |
| **Communities:** | | | |
| Provides students ideas on how to use target language in real-life situations to help in the community. | ***X*** |  | ***These are included-but still limited. Students see themselves as learners rather than community members.*** |
| **Additional comments on five-dimensional nature of the materials:**  **These materials cover everything necessary to meet the requirements to be considered for adoption. Level 3 has topics that integrate the 5Cs better than previous levels (1 and 2). There are a few occasions where the materials insist on sacrificing communication for grammar.** | | | |

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| ***Part D. Coherence***: Provides learning experiences that support a progression of student competencies and skills through active engagement in each mode of Communication within each cornerstone | | | |
|  | **Yes** | **No** | **Evidence (include evidence of knowledge and skill progression within units, grade level, and between grade levels)** |
| **Communication:** | | | |
| Activities move from controlled to transitional to communicative. There is a balance between listening, speaking, reading, and writing as well as opportunities for different student groupings. | ***X*** |  | ***There are many opportunities for controlled practice before students have an opportunity to try integrated practice*** |
| The grammar is presented clearly and is formatted so students find it easy to understand. | ***X*** |  | ***There are sections dedicated to grammar. There are review sections at the end of each Unidad that help students self-assess and the margins point students where to go for review*** |
| **Culture** | | | |
| There is a wide variety of authentic, up-to-date visual images of the target culture. | ***X*** |  | ***There are many images from the target culture*** |
| The cultural content is accurate and current. | ***X*** |  |  |
| **Connections** | | | |
| The students must utilize the higher order thinking skills of analysis, synthesis, and evaluation in every chapter and with reasonable expectations. | ***X*** |  | ***There are practice opportunities at the end of each Unidad for higher level thinking-the literary practice skills in the back are also helpful*** |
| **Comparisons** | | | |
| Students are encouraged to look at their own native language and compare it linguistically to the target language. | ***X*** |  | ***There are notes in the margin of the SE to help students gain insight on how best to master linguistically challenging elements materials present strategies to students for mastering key concepts*** |
| **Communities** | | | |
| Provide opportunities for students to self-assess their language learning levels in order to determine next the next steps towards improved language performance. | ***X*** |  | ***The review sections at the end of each section and Unidad promote metacognitive awareness of skills, successes, and challenges. The margins help direct students where to go to improve deficiencies*** |
| **Additional comments on progression(s) within materials:** | | | |

**SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**

*All submissions must be aligned to the Tennessee State World Language Standards and therefore must meet 80% of the non-negotiable criteria of Section I prior to moving to Section II.*

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part A. Key Areas of Focus*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| ***Rigor***:Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context. | X |  | The topics in these materials provide challenging topics in a culturally meaningful context ;connectED supports learning experiences |
| ***Coherence***: Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grades or earlier in the year. | X |  | The TE provides both new and seasoned teachers with planning and pacing guides that follow scope and sequence. The Repaso section at the beginning of the book is very well-done to help students remember what they learned in prior materials |
| ***Literacy***: Supports student communication within a culturally-appropriate context through providing consistent opportunities for students to utilize literacy skills in reading, writing, vocabulary, speaking and listening. | X\* |  | There is an excellent selection of literary both in the student edition, and in connectED. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part B. Student Engagement and Instructional Supports*.** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Provides learning experiences that incorporate the five Cornerstones of the standards in each mode of communication (i.e., each of the cornerstone is learned in the context of the others and not taught in isolation). | X |  | Cornerstones are highlighted in little boxes or sections throughout each Unidad; However, the Unidad topics lend themselves to communication |
| 1. Engages students through real-world, relevant, thought-provoking questions, problems, and tasks that stimulate interest and elicit critical thinking and problem solving. | X |  | connectED provides links to these; some of the topics are more engaging than in earlier levels |
| 1. Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level. | X\* |  | The TE has footnotes and marginal notes to help support these students. connectED also provides additional resources |
| 1. Includes differentiated materials that provides support for students approaching mastery as well as extensions for students already meeting mastery or with high interest. | X |  | connectED provides resources for this |
| 1. Recognizes and addresses unique needs of heritage language learners. | X |  | Again, the TE encourages teachers to put HL students ‘on the spot’ which may not always be appropriate. |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part C. Monitoring Student Progress*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Assessments collect data on all five cornerstones and allow students to show mastery on using the cornerstones in concert with each other (e.g., assessments are contextualized and serve to address specific problems or answer specific questions). | X |  | There is a plethora of assessments! The SE, workbook, TE, and connectED have many assessments. |
| 1. Assesses student mastery using methods that are unbiased and accessible to all students. | X |  | There are many assessments for teachers to make instructional decisions to select the most appropriate ones |
| 1. Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance. | X\* |  | There are many assessments with guides and practice for students |
| 1. Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures. | X\* |  | There are many assessments- connectED has many |
| 1. Assessments are embedded throughout instructional materials as tools for students’ learning and teachers’ monitoring of instruction. | X\* |  | There are many assessments throughout the materials |
| 1. Assessments provide teachers with a range of data to inform instruction. | X\* |  | There are many assessments for different purposes and these can be used to drive instruction or to assign a grade |
| 1. Assessments utilize realia or authentic materials. | X |  | These materials provide realia-like prompts in the assessments to prepare students for testing |

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| **SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY**  ***Part D. Teacher Support Materials*** | | | |
|  | **Yes** | **No** | **Evidence and/or comments** |
| 1. Provides grade-level background information and context to guide integration of the five cornerstones within the lessons, units, and grade. | X |  | There are pacing guides in TE |
| 1. Includes strategies that assist teachers in incorporating appropriate and integral connections between world language and other subject areas (e.g., mathematics, ELA, social studies, visual and performing arts, CTE) | X |  | connectED has resources to support this criterium; there are also additional readings in the back of SE to help students make connections |
| 1. Provides strategies and guidance to support the inclusion of “hands-on” practices (e.g., speaking, listening, writing) with other practices (e.g., asking questions, engagement in argument). | X |  | connectED has resources to support this criterium |
| 1. Strategies included to assist teachers in identifying student misconceptions and the reason(s) that prevent student mastery of the five cornerstones within the standards. | X |  | These are integrated into the student copy, with a many notes in the TE’s footnotes and margins |
| 1. Includes strategies to help teachers identify ways in which activities or learning experiences can be contextualized to the school environment (e.g., place- based learning experiences). | X |  | connectED has resources to support this criterium |
| 1. Integrates audio-visual technology to support student mastery of the target language. | X |  | connectED has resources to support this criterium |
| 1. Provide or suggests engaging culturally relevant, technology-based activities to improve students’ mastery of target language and culture. | X |  | connectED has resources to support this criterium |
| 1. Provides additional realia from the target language and culture that facilitates student’s connection to the target language and culture and from that community. | X |  | There are many pictures; ConnectED has resources to support this criterium |