Dallas
Independent
School
District

INSTRUCTIONAL MATERIALS ADOPTION SELECTION CRITERIA
Visual Languages LOTE (Languages other than English), 7-12 Courses

_____   _____ _____
Publisher/Product/Grade/Course   Reviewer Name   Date

Instructional Materials	Meets Criteria	Does Not Meet Criteria
GENERAL:		
The program is on TEA-approved list.		
Professional Development is offered for the life of the adoption.		
Ancillary materials are provided for the life of the adoption.		
TECHNOLOGY:		
The program is available in both print and electronic versions.		
DVD's or online digital recordings are available for receptive skill practice.		
ALIGNMENT:		
The program is aligned to the ACTFL Can-Do Statements and/or ACTFL Proficiency Guidelines.		
The TEKS are listed for each individual task.		
The TEKS SE correlations are available on the print version AND on the online version.		
TASKS:		
The tasks are correlated to the ASL Modes of Communications		
Bell work activities ("Do Now's") are available for use to engage students and provide a "hook".		
The tasks are relevant to students and their interests and reflective of real-world scenarios..		
Tasks are provided that allow students to practice using the target language in their personal life or future career.		
Tasks are age-appropriate.		
The tasks throughout the chapter move from controlled to transitional to independent communication.		
The tasks are aligned with ACTFL's Can-Do Statements, Proficiency Guidelines, and TEKS.		
Authentic materials are frequently updated.		
The program offers a history of ASL.		
The program explains the differences of Signed Exact English and ASL.		
The program gives instruction on facial expression, use of space, eye gaze, classifiers, depicting verbs, and cinematic techniques to highlight specific details of the language.		
Grammar is explained using the conveying through specific markers produced on the face, such as eyebrows and tilting the head.		
The program suggests a voices-off model.		
The tasks reflect real-world usage, such as interviewing, videoconferencing using sign, expressing condolences, promoting Deaf community events and Deaf culture, planning Deaf Awareness Week activities, creating public service announcements in ASL, etc.		
Opportunities are given to practice receptive skills with real-world, relevant topics with the program's video or online/digital components		
PLANNING/TEACHER RESOURCES:		
Lessons plans are available that offer suggestions for teaching the TEKS..		
Lesson plans are in an editable format (MS Word or other).		
Lesson plans include learning objectives and demonstrations of learning for ease of use.		
Teachers can upload their own instructional materials (authentic texts, assessments, teacher created materials, edited lesson plans, etc) and save for later use.		
The T.E. provides suggestions for expanding vocabulary based on student interest.		
The teacher is provided suggestions to reach diverse learners.		
CULTURE:		

Pictures represent the diversity of the target-culture.		
Culture is presented through tasks or scenarios and in context through the communicative activities, not in "factoids".		
"Authentic" culture is depicted rather than "stereotypical" culture.		
Culture is presented through the communicative modes.		
All communicative skills and culture are integrated and interdependent vs. isolated.		
VOCABULARY:		
Multiple vocabulary words in the target language are provided for the same English word, pointing out country of use.		
The vocabulary presented reflects student interest.		
The program allows for students to add and use self-selected vocabulary.		
ORGANIZATION:		
The chapters/units take students' background/prior knowledge into consideration.		
The objectives are focused on communication.		
The topics are spiraled throughout the book and throughout the levels.		
DIFFERENTIATION:		
Students are provided digital or print resources to improve their literacy skills in a variety of media.		
Student are given ample opportunities in print or online to interact with authentic texts.		
Tasks reflect real-world scenarios that students may encounter.		
Students are encouraged to compare the target language with English throughout the program.		
LITERACY:		
Students are provided digital and print opportunities to improve their literacy and reading skills with a variety of media.		
The program provides readers, other texts, or videos for extra practice in literacy skills.		
The program supports "signacy", or the ability to function in a culture where language has no written form.		
ASSESSMENT:		
Students have opportunities in print and online to complete progress self-checks.		
Frequent opportunities within the program are provided for formative assessments.		
Assessments assess student performance in the three communicative modes.		
Integrated Performance Assessments aligned with the TEKS are available online or in supplemental resources.		
Assessments are flexible and easy to customize		