Dallas Independent School District

INSTRUCTIONAL MATERIALS ADOPTION SELECTION CRITERIA
Classical Languages, Grades 7-12

_____	_____	_____
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.		
Overall format is user-friendly for teacher and student.		
Graphics are of high quality and engaging.		
Layout is user-friendly for teacher and student.		
Indexing and glossing are adequate.		
ALIGNMENT:		
The program is aligned to the TEKS for Classical Languages.		
The TEKS SE's are listed for each individual task.		
The TEKS SE's correlations are available on the print version AND on the online version.		
CONTENT:		
Readings reinforce previously learned material.		
Appropriate attention has been given to the word study and derivation.		
Grammar is presented as a part of the larger language system.		
Content is appropriate for middle and high school students.		
Reading material is aligned to student proficiency levels (TEKS) and is age appropriate.		
Writing tasks are aligned to student proficiency levels (TEKS) and are age appropriate.		
Vocabulary is presented through comprehensible input as much as possible.		
Grammatical explanations offer support for students to engage in the 3 communicative modes.		
Grammatical content is accurate and aligned to each student task.		
Assessments are aligned to the TEKS for Classical Languages.		
Teacher and students are provided with a logical progression of steps toward the accomplishment of tasks.		
All levels of thinking skills are reinforced for all content, e.g., students are guided to recognize, recall, retell, apply, distinguish, give one's opinion, etc.		
The content of the text provides provisions for a variety of on-going assessments, e.g., oral and written responses, compositions, dialogue journals, student self-assessment, etc.		
Bell work activities ("Do Now's") are available for use to engage students and provide a "hook".		
The tasks throughout the chapter move from controlled to transitional to independent communication.		
The chapters/units take students' background/prior knowledge into consideration.		
LITERACY:		
Students are provided digital and print opportunities to improve their literacy and reading skills with a variety of media.		
The program provides readers or other texts for extra practice in literacy skills.		
The program provides activities to practice literacy skills and reading strategies such as skimming, scanning, finding the main idea, inferencing, etc.		
ASSESSMENT:		
Students have opportunities in print and online to complete progress self-checks.		
Differentiated assessments are available to use with students from various proficiency and performance levels.		
Frequent opportunities within the book are provided for formative assessments.		
Assessments are flexible and easy to customize		

PLANNING/TEACHER RESOURCES:		
Background information is provided for the teacher.		
Differentiation options are given, for addressing different learning styles and abilities.		
The T.E. has suggestions for resources outside the program.		
Lessons plans are available that offer suggestions for teaching the TEKS SEs.		
Lesson plans are in an editable format (MS Word or other).		
Lesson plans include learning TEKS aligned 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.		
DIFFERENTIATION:		
Tasks are adaptable for the purposes of differentiation for various proficiency levels.		
Students are provided opportunities and teachers are provided with suggestions to practice communication goals at different proficiency levels (below/above/on the targeted proficiency level).		
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 texts.		
Students are encouraged to compare the target language with English throughout the program.		