INSTRUCTIONAL MATERIALS ADOPTION SELECTION CRITERIA
Modern World 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.		
Electronic products must allow for multiple simultaneous users		
Electronic products are web-based and available for downloads by the teacher.		
Electronic products do not **require** downloads to any device or on computer in order to be used.		
Electronic products MAY be downloaded for use by the teacher and/or student		
The textbook is available for multiple platforms (computer, tablets, smartphones, etc).		
The audio and video files can be downloaded for offline use.		
The online experience is user-friendly for students and teachers.		
Students and teachers can access audio and video files for the textbook from links within the online textbook.		
The program interfaces with other apps and programs familiar to students.		
Aspects of the program other than the textbook can be used on multiple platforms (computer, tablets, smartphones, etc).		
There are opportunities within the online platform for students to learn about current events.		
There are opportunities within the online platform for students to connect to the target-language through readings and videos.		
There are opportunities within the online platform for students to connect to the target-language country (geography, history, news, etc).		
The teacher is able to upload his/her own instructional materials and save for later use.		
ALIGNMENT:		
The program is aligned to the ACTFL Can-Do Statements and/or ACTFL Proficiency Guidelines.		
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.		
TASKS:		
The tasks are correlated to the Three 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.		
PLANNING/TEACHER RESOURCES:		
Lessons plans are available that offer suggestions for teaching the TEKS SE's.		
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".		
All countries of the target-language are represented adequately, vs. focusing mainly on one country.		
The program provides access to authentic current events and videos by native speakers for native speakers of the target language.		
"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 are organized in a non-linear fashion, so that the book can be used as a resource, allowing for the district-written curriculum to be followed (which may not align with the book).		
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:		
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 authentic texts.		
Tasks reflect real-world scenarios that students may encounter.		
Grammar is presented strategically with the distinct purpose of helping students avoid miscommunication, rather than driving the program		
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 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 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		