This advisory recommendation has not been approved by the Instructional Quality Commission or the State Board of Education

# **REVIEW PANEL ADVISORY RECOMMENDATION** **2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTION**

| **Publisher** | **Program** | **Proficiency Level(s)** |
| --- | --- | --- |
| Rosetta Stone | *Rosetta Stone Foundations* | Novice, Intermediate, Advanced |

## Program Summary:

*Rosetta Stone Foundations* includes the following: Foundations (FND), Teacher’s Guide (TG), Workbook (WB), Alphabet Book (AB), and Storybook (SB).

## Recommendation:

*Rosetta Stone Foundations* is not recommended for adoption because the instructional materials do not include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and do not meet all the criteria in category 1 or have strengths in categories 2–5.

Note: The publisher withdrew from participation during the Review Panel Deliberations.

### Criteria Category 1: World Languages Content/Alignment with Standards

The program does not support instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and does not meet all of the evaluation criteria in category 1.

#### Citations:

* Criteria Category 1, criterion #1: Standards Not Met:
  + WL.CM1.N: ESP Stories, Unit Readings. While there are some opportunities for students to read and listen in the target language, there are few or no authentic materials provided in the program.
  + WL.CM1.I: TG L3 p. 44. Students demonstrate an understanding of a reading about an injured player and answer comprehension questions, but the reading is not an authentic source. There are missed opportunities to provide authentic sources to the teacher in the program; frequently there are, however, suggestions that a teacher find their own materials.
  + WL.CM1.A: TG L4 p. 110. Students demonstrate an understanding of a passage and answer comprehension questions, but the passage is not an authentic source. There are missed opportunities to provide authentic sources to the teacher in the program; frequently there are, however, suggestions that a teacher find their own materials.
  + WL.CM4.I: TG L2 p. 175. While there are opportunities for students to use the target language in appropriate ways, there are missed opportunities for students to engage within the target-language communities outside of interviewing a friend who speaks Spanish.
  + WL.CM7.N: TG p.103. There are no opportunities for students to identify similarities and differences in this grammatical exercise between Spanish and English or other languages that students know.
  + WL.CM7.I: TG L2 p. 64: There are no opportunities to identify similarities and differences.
  + WL.CL2.N: TG L1, pp. 70, 113; ST UR, pp. 23–26. There are missed opportunities for students to experience, recognize, and explore the relationships among typical age-appropriate target cultures, such as identifying landmarks and geography and interviewing a native Spanish-speaker from the community. Most of the focus of the materials are on other countries and cultures, such as Russia, France, Italy, Japan, Brazil, and Egypt. There is not a focus on Latin America, as the title of the materials suggest.
  + WL.CL2.I: TG L3 p. 13; TG L2 p. 164; ST RM pp. 70–71. There are missed opportunities for students to recognize and explore the relationships between target culture’s products, practices, and perspectives.
  + WL.CL3.N: TG, L1, pp. 67, 71; ST UR, pp. 5–7. Students are asked to focus on other countries and cultures, such as describing the colors of flags and traditions of “known countries,” such as the US, Italy, Egypt, Russia, and Japan instead of other Latin American countries—the intended target culture.
  + WL.CL4.N: TG L1, p. 116. Students listen and tell about other languages that people speak; however, there is no evidence that students are asked to identify cultural borrowings in products, practices, or perspectives.
  + WL.CN2.I: TG p. 82. There are missed opportunities for students to do that through authentic materials from the target language.
  + WL.CN2.A: TG p.102. There are missed opportunities for students to do that through authentic materials from the target language.
* Criterion 1.2: Novice. There are missed opportunities to closely align to the language or spirit of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Framework*). The submitted program at the Novice Level does not sufficiently address roughly half of the standards from which the *World Languages Framework* flows, including: interpreting authentic texts; comparing Spanish with other languages in Teacher Guide Level 1 p.103; exploring the relationship between cultural products, practices, and perspectives; comparing cultures; identifying intercultural influences; or identifying distinct cultural viewpoints in authentic texts.
* Criterion 1.2: Advanced. There are missed opportunities to closely align to the language or spirit of the *World Languages Framework*. The submitted program at the Advanced Level does not sufficiently address key standards from which the *World Languages Framework* flows, including interpreting authentic texts and identifying distinct cultural viewpoints in authentic texts. Usage of authentic texts is often mentioned in the Teacher Guide, for example in TG L4, p. 8; however, such materials are rarely provided, and the guide suggests that the teacher find their own materials.
* Criterion 1.3: Intermediate, TG L2, p. 6. After each lesson, the teacher is provided with an opportunity to see what level of Bloom’s taxonomy and what type of multiple intelligence is applied. The materials do not include strategies for differentiation as highlighted within Appendix 2 or specific activities or lessons to highlight how activities are differentiated (e.g., group work, hands-on activities) as called for by Criterion 1.3.
* Criterion 1.8: Novice, TG L2, p. 21. The materials do not provide opportunities for students to examine humanity’s place in ecological systems. The publisher’s sole citation focuses primarily on modes of transportation. Besides this citation, no other evidence was noted. Although there is mention of “environmental impact,” it does not provide students with an opportunity to examine “the necessity for the protection of the environment” as called for by Criterion 1.8.
* Criterion 1.8: Advanced, TG L3, pp. 72–73, 77. The materials do not provide opportunities for students to examine humanity’s place in ecological systems. The program materials focus on some elements of ecology, such as plant life, ecosystem, and climate. However, there are missed opportunities to examine “the necessity for the protection of the environment” as called for by Criterion 1.8.

### Criteria Category 2: Program Organization

The organization and features of the instructional materials *do not support* instruction and learning of the standards.

#### Citations:

* + Criterion 2.3: Intermediate, TG L2 pp. 2–3. The overviews of the content for each unit do not describe how the unit content supports instruction and learning of the *World Languages Standards*.
  + Criterion 2.5: Novice. ImageCards Levels 1–5 (in USB). The photographic images in the program are not annotated or labeled to enhance students’ focus and understanding of the content.
  + Criterion 2.10: Intermediate. FDN U11 L1. Every activity in the online lessons are scored activities but they do not demonstrate alignment with the content standards or show the expectations for students’ proficiency in the standards.
  + Criterion 2.10: Advanced. FDN U18 L1. Every activity in the online lessons is a scored activity but they do not demonstrate alignment with the content standards or show expectation for students’ proficiency in the standards.

### Criteria Category 3: Assessment

The instructional materials do not provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Citations:

* + Criteria 3.1: Novice. L1 TG pp. 12–13. There are no formal placement or exit assessments that teachers can use to determine students’ prior knowledge of culture, appropriate academic content, and communicative, cultural and intercultural proficiencies.
  + Criteria 3.1: Intermediate. L2 TG p. 48. There are no formal placement or exit assessments that teachers can use to determine students’ prior knowledge of culture, appropriate academic content, and communicative, cultural and intercultural proficiencies.
  + Criteria 3.1: Advanced. L4 TG p. 210. There are no formal placement or exit assessments that teachers can use to determine students’ prior knowledge of culture, appropriate academic content, and communicative, cultural and intercultural proficiencies.
  + Criterion 3.3: Novice. Spanish Tests Levels 1–2. The built-in assessments do not include high-quality standards-based placement or exit assessments that help determine appropriate instructional level for entry into and exit from a course or program.
  + Criterion 3.3: Advanced. Spanish Tests Levels 3–4. The built-in assessments do not include high quality standards-based placement or exit assessments that help determine appropriate instructional level for entry into and exit from a course or program.

### Criteria Category 4: Access and Equity

Program materials do not ensure universal and equitable access to high-quality curriculum and instruction for all students and do not provide teachers with suggestions for differentiation for students with special needs.

#### Citations:

* + Criterion 4.3: Novice, TG L1, pp. xi, 38, 72. The guidance for different learning styles, advanced students (“Level up”/”Raise the bar”), and at-promise students (extra help, “Focused Activities'') is not comprehensive and does not include learner groups like LGBTQ+ students and students with disabilities.
  + Criterion 4.3: Intermediate, TG L3, pp. ix, xi. The guidance for different learning styles, advanced students (“Level up”/”Raise the bar”), and at-promise students (extra help, “Focused Activities'') is not comprehensive and does not include learner groups like LGBTQ+ students and students with disabilities.
  + Criterion 4.3: Advanced, TG L3, pp. ix, xi. The guidance for different learning styles, advanced students (“Level up”/”Raise the bar”), and at-promise students (extra help, “Focused Activities'') is not comprehensive and does include learner groups like LGBTQ+ students and students with disabilities.
  + Criterion 4.5: Novice, TG L1 pp. vi, vii, 5, 23. The strategies that are appropriate for English learners, such as graphic organizers and repetition to reinforce vocabulary, are not specifically aligned to the proficiency ranges and there are few specific suggestions for meeting English learners' specific needs.
  + Criterion 4.8: Intermediate, TG L1 p. viii. No strategies to help heritage and native language learners to maximize their learning of a heritage or native language were noted, including the publisher’s sole citation.

### Criteria Category 5: Instructional Planning and Support

The instructional materials do not containa clear road map for teachers to follow when planning instruction and are not designed to help teachers provide effective standards-based instruction and ensure opportunities for all students to learn the essential skills and knowledge specified in the standards.

#### Citations:

* + Criterion 5.8: Novice, TG L1 p. 36 (Journal Activity: Writing About Home). Homework assignments do not explicitly include parent, guardian and/or caretaker engagement.
  + Criterion 5.8: Intermediate, TG L2 p. 73 (Going Shopping). Homework assignments do not explicitly include parent, guardian and/or caretaker engagement.
  + Criterion 5.8: Advanced, TG L4 p. 78 (Restaurant Etiquette). Homework assignments do not explicitly include parent, guardian and/or caretaker engagement.
  + Criterion 5.11: Advanced, TG L1. The guidelines for formal and informal presentations of student work do not include authentic resources to support student presentations. There is no evidence of differentiation of the presentational skills through the range of proficiencies.

## Edits and Corrections:

The following edits and corrections must be made as a condition of adoption:

| # | Proficiency Level | Component | Page number(s) | Current text | Proposed corrected text | Reason for edit |
| --- | --- | --- | --- | --- | --- | --- |
| 1 | All Levels | Basic Language | Unit 2 Greetings and Introductions | The terms  **el hombre/ la mujer** referred as Mr. and Mrs. | el señor/ la señora/ la señorita, el joven, etc. | These proposed terms are used in authentic texts and basic patterns of speech within the Spanish-speaking community.  The correction would need to appear on audio and written formats. |

## Social Content Citations

The panel identified the following social content violations:

| # | Proficiency Level | SC Code | Component | Page number(s) | Current text | Proposed corrected text | Reason for citation |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Intermediate | B.1 | Adverse reflection | Image Card, p. 5 | Image of Latinx student giving the teacher an apple with the following English text written on the board in the background: “When did Columbus discover America?” | Blur blackboard content in the background. | The narrative that Columbus “discovered” America is historically inaccurate. It is a reminder of the history of conquest. |
| 2 | Intermediate | B.9 | Root Culture | Unit 10 Lesson 2 | un(a) boda/ funeral en Asia  sobre las familias de África | Provide more specific description or show more diversity | The images and the description in TG are not showing diversity |
| 3 | Novice, Intermediate, Advanced | E.2. | Proportion of portrayals | Image cards levels 1–5 | There are no representations of students with disabilities | Include images with students with disabilities. | The images must reflect the students. In order to be more inclusive, the addition of images of students with disabilities would be appropriate. |
| 4 | All Levels | C.4. | Teacher Guide Level 1 (first noticed instance) | Level 1, p. 47 (first noticed instance) | “The term **padres** is used to refer to one’s parents collectively.”  This correction would need to be made for any instance in which students are presented with the term “padres” as the only acceptable term for “parents” and any times in the program that students are prompted to talk about their “padres (parents)”. | “The term **padres** is used to refer to one’s parents collectively if they are a mixed gender couple. The term **padres** is also used for same-sex male couples, whereas **madres** is used for same-sex female couples.” | Same-sex couples exist and frequently have children. “Padres” would not be accurate for two female parents. |

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