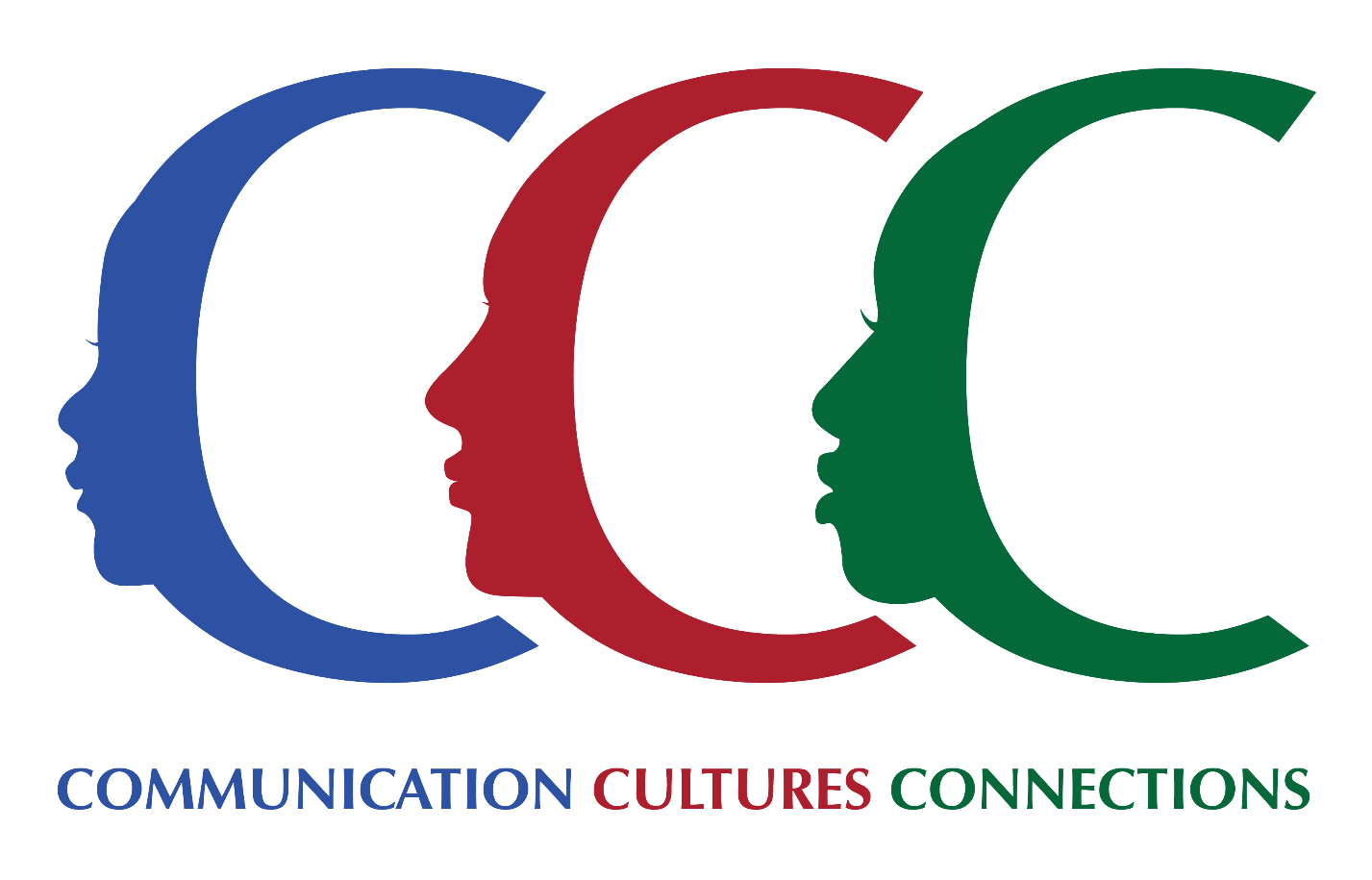
# 2021 WORLD LANGUAGES INSTRUCTIONAL MATERIALS ADOPTION ADVISORY REPORT



California State Board of Education

November 2021

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## Preface

The 2021 World Languages Instructional Materials Adoption (WL Adoption) represents the culmination of a statewide effort to expand opportunities for California’s unique and diverse student population to acquire world languages, develop intercultural competence, and become global citizens. The 2019 State Board of Education (SBE) adoption of the *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve* (*WL* *Standards*)initiated the process; the subsequent adoption of the *World Languages Framework for Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*),in July 2020 outlined guidance for implementing the *WL Standards*, and specified the SBE-adopted evaluation criteria for instructional materials designed for world languages instruction. Collectively, these steps provide local educational agencies with opportunities to offer standards-based instruction aligned with the California Department of Education’s (CDE) ongoing commitment to ensure that all California students are prepared for college, twenty-first century careers, and global citizenship. The steps also offer guidance and opportunities for publishers to provide high-quality instructional materials designed to help teachers meet these goals.

This report recounts the events and activities of that final step, the 2021 WL Adoption, and provides individual program reports and adoption-related actions. The tasks within the process of evaluation of instructional materials occurred under the auspices of the Instructional Quality Commission (IQC) and were carried out with the approval of the SBE. The process featured panels of reviewers comprised primarily of classroom teachers. These panels also included administrators, university professors, or other individuals with expertise in the field of linguistics. Each commissioner-facilitator and panel member served the SBE as a volunteer. The Curriculum Frameworks and Instructional Resources Division staff at the CDE extends the utmost gratitude to these volunteer participants for the many hours they devoted to this valuable work. Their admirable dedication—as they contended with matters such as their personal health, family, distance learning, virtual meetings, and the ongoing COVID-19 pandemic—led to the success of the WL Adoption. The results of their efforts meet the high expectations established by the 2020 *WL Framework*, and help ensure that teachers and administrators create language programs where the target language is the vehicle to teach academic content, students employ authentic materials in the target language, and students use the target language to communicate within and beyond the world languages classroom. The skills students acquire in a world languages classroom will enable them to contribute effectively to state and national efforts and to succeed in business, research, and international relations in the twenty-first century.

## Acknowledgements

The SBE commends the leadership of Manuel Rustin, Chair of the IQC, and his role in supporting the 2021 WL Adoption. The SBE appreciates Alma-Delia Rentería, Chair of the World Languages Subject Matter Committee (WL SMC), a subcommittee of the IQC, for her contributions to this adoption. The SBE also acknowledges Board Members Rucker and Glover Woods for her dedication to and participation in the training and deliberations processes of this adoption.

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**Manuel Rustin,** Chair, Instructional Quality Commission

**Alma-Delia Renteria**, Chair, WL SMC, El Rancho Unified School District

**Shay Fairchild**, Norwalk-La Mirada Unified School District

**Nicole Naditz**, IQC Commissioner Emeritus

**Kimberly Young**, Culver City Unified School District

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**Alejandro Hernández**, Lead Education Programs Consultant

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**Cliff Rudnick**, Administrator

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**Astrid Berrios**, Associate Governmental Program Analyst

**Vanessa Garay**, Office Technician

**Lisa Leiplein**, Associate Governmental Program Analyst

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**Toua Her**, Associate Governmental Program Analyst

## Introduction

The 2021 World Languages Instructional Materials Adoption represents the culmination of a substantial undertaking to expand opportunities for all students to acquire world languages. The process began with the development of the *WL Standards*, adopted in 2019, and the subsequent adoption of the *WL* *Framework* in 2020. The revised *WL Standards*, and the framework guiding their implementation, create new opportunities for publishers to provide high-quality instructional materials.

The publisher submissions for this instructional materials adoption represent two world languages—Spanish and French. The current instructional materials adoption will recognize and recommend instructional materials programs that fully meet the *WL Standards* and rigorous evaluation criteria set forth in chapter 13 of the *WL* *Framework.*

The instructional programs recommended herein, to be considered by the California SBE, reflect significant shifts in instructional approaches intended to bring about optimal performance among students in world languages classrooms. The *WL Standards*, and more specifically the Then and Now chart highlighted in the appendix called “Ways Students May Access the World Languages Standards,” respond to a call to action to create a more inclusive learning environment in the world languages classroom. The Then and Now chart calls attention to research-based practices that yield evidence of positive impact on world languages acquisition. Additional guidance for program delivery is provided in the appendices of the *WL Standards* and throughout the *WL Framework*.

The recommended programs in this report provide instruction designed to serve all students and guide teachers in providing quality world languages instruction. The suggested instructional practices demonstrate an understanding that students poised for success in the twenty-first century will be those who are proficient in more than just the core subjects. These students will be global citizens with the ability to navigate the international marketplace, communicate proficiently, and interact meaningfully with understanding and awareness across cultures. These skills—understanding, speaking, reading, writing, and signing in world languages, as well as in English—are essential for students to effectively contribute to state and national efforts and succeed in business, research, and international relations in the twenty-first century. The recommended instructional materials reflect innovative practices grounded in the use of the target language, that are outcomes based, and that are guided by the goals in the *WL Standards*.

Students in the twenty-first century, with all its technological developments, live in a global society. People all over the world can communicate in real time, organizations and businesses are multinational, and new professions are continually emerging.

California is ready to expand opportunities for its unique and diverse student population to acquire world languages, develop intercultural competence, and become global citizens. California educators will find that the *WL Standards* are aligned with and support recent legislation and initiatives that champion these outcomes. Naturally, the *WL Standards* establish a path for students to become multilingual and prepare to attain California’s Seal of Biliteracy. The *WL Standards* also provide guidance in light of two significant pieces of legislation. In 2016, the passage of Proposition 58, the California Education for a Global Economy, initiated a statewide effort to promote linguistic, global, and intercultural competency among California students. The charge of this legislation and a subsequent initiative—Global California 2030—is for K–12 schools to support multilingualism for California’s unique and diverse student population through access to world languages programs.

Taken together, these initiatives prompt schools to introduce and support language learning early in elementary school, offer a wider range of world languages, and streamline the progression of language acquisition from elementary through high school and beyond. The *WL Standards* can help schools bolster opportunities for students to develop essential, lifelong aptitudes by offering multiple entry points to instruction in world languages from kindergarten through grade twelve. The standards also support local educational agencies as they promote multilingualism for all students through access to high-quality, well-articulated world languages programs.

While the final act of approval for the *WL Standards*, the subsequent *WL Framework*, and ultimately the instructional materials is adoption by the SBE, each endeavor involves an important association of stakeholders. In each of these projects, volunteers—primarily teachers, specialists, university professors, and experts in linguistics and related fields—have served on various SBE-appointed committees and review panels to advise the IQC in making its own recommendations to the SBE.

This final adoption report reflects the considerations of the IQC, its Advisory Report to the SBE, consideration of the Reports of Findings developed by each review panel, public comment submitted throughout the adoption process, and the consideration of each IQC member.

The *WL Framework* stipulates the SBE-adopted criteria for evaluating K–8 instructional materials. The criteria serve as the evaluation instrument for determining whether instructional materials align to the content *WL Standards*, the *WL Framework*, and other requirements established by the SBE, California *Education Code* (*EC*), and state regulations. The criteria require that publisher-submitted instructional materials cover at least one full year course of study.

The criteria for the evaluation of world languages instructional resources for kindergarten through grade eight are organized into five categories:

1. **Alignment with the World Languages Standards**: Instructional materials support teaching and learning of the skills and knowledge called for within the Novice, Intermediate, Advanced, and Superior ranges of proficiency, as appropriate, as specified in the *WL Standards*, and are appropriate for designated grade levels.
2. **Program Organization**: Instructional resources support instruction and learning of the *WL Standards* and include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of world languages programs provide structure for what students should learn each year. They should be organized to allow efficient and effective delivery of a standards-based course ensuring optimal articulation as students move between courses and enter and leave instructional programs. Programs must be well organized and presented in a manner that provides all students with opportunities to achieve the essential knowledge and skills described in California’s *WL Standards*. Program design must support the standards-based approach grounded in the organizational scheme developed in the *WL Standards* and serve as the scaffolding for students with diverse learning needs.
3. **Assessment**: Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do and provide guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with assessment practices for each proficiency range or at each grade level or grade span necessary to prepare all students for success at later proficiency ranges or in later grade-level or grade-span world languages education.
4. **Access and Equity**: The California *Education Code* requires that all students are provided equal access to public education (e.g., *EC* 200 et seq., *EC* 221.5[f]). The goal of world languages education programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills as described in the *WL Standards*. Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers; at-promise students (per AB 413 of 2019 [Chapter 800], the term “at-risk” is replaced in the California *Education Code* with the term “at-promise”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities. Note that speaking and listening should be broadly interpreted and should include students who are Deaf and Hard of Hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech, and sign-supported speech access general education curriculum with varying modes of communication.
5. **Instructional Planning and Support**: The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and be designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn world-languages-enhancing skills and behaviors and essential knowledge and communicative, cultural, and intercultural proficiencies specified in the *WL Standards.*

To be adopted, instructional materials must meet Category 1, Alignment with the World Languages Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories of Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, to be eligible for state adoption, it must meet the intent stated in the introductory paragraph of each category.

Programs that do not meet category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the CDE, to provide evidence that the program provides students a path to meet the appropriate discipline-specific grade-level or grade-span standards of the *WL Standards* by the end of the grade level or grade span.

## Adoption Process

### World Languages Adoption Timeline

The CDE conducted the instructional materials adoption process pursuant to a schedule of significant events approved by the SBE on July 8, 2020, adhering to all applicable state laws and regulations. The complete World Languages Adoption of Instructional Materials Schedule of Significant Events can be found on the CDE website at <https://www.cde.ca.gov/ci/fl/im/wladoptionschedule.asp>.

### Publisher’s Invitation to Submit Meeting

In September 2020, the CDE posted online the documents necessary for publisher participation, including various submission forms and guiding documents. On January 27, 2021, CDE staff and members of the IQC held an online Publisher Invitation to Submit meeting focused on the process of participation in the adoption. The presentation covered the evaluation criteria and the technical aspects of timely and appropriate publisher participation. Additionally, the CDE routinely provided individual guidance to inquiring publishers and posted online regular updates to a list of frequently asked questions.

The adoption process required that interested publishers submit an initial Intent to Submit form by February 11, 2021, and to file additional submission documents by March 9, 2021. Copies of complete publisher programs were due by May 14, 2021. In the end, nine publishers submitted instructional materials programs for Spanish, and two publishers submitted programs for the instruction of French for consideration of SBE-adoption.

### Publisher Fees

*EC* Section 60212 includes the provision that, upon the request of a small publisher or small manufacturer, the SBE may reduce the fee for participation in the adoption. This law defines "small publisher" and "small manufacturer" as “an independently owned or operated publisher or manufacturer that is not dominant in its field of operation and that, together with its affiliates, has 100 or fewer employees, and has average annual gross receipts of ten million dollars ($10,000,000) or less over the previous three years.”

*California Code of Regulations*, Title 5 (*5 CCR*), Section 9517.3, adopted by the SBE at its November 2016 meeting, establishes the publisher fees for this adoption at $8,000 per grade level for each program submitted for review, the criteria for determining if a publisher is eligible for a reduced fee, and the process for requesting the reduction. One publisher for this adoption qualified for fee reduction.

### Reviewer Appointment and Training

In January 2021, the SBE appointed three Content Review Experts and 39 Instructional Materials Reviewers (Reviewers). In February 2021, 11 publishers provided the Curriculum Frameworks and Instructional Resources Division with intent to submit forms—nine for Spanish and two for French. Of the 42 Reviewers appointed by the SBE in January, 23 completed the virtual reviewer training and virtual deliberations processes.

Pursuant to *5 CCR* Section 9512, the majority of Reviewers included classroom teachers with a professional credential who teach students in kindergarten or grades   
1–12 and who have experience with, and expertise in, standards-based educational programs and practices in world languages. Some of the Reviewers had experience in providing instruction to English learners or students with disabilities.

The planning process for the WL Adoption occurred amid the ongoing COVID-19 pandemic. Unlike past adoptions, which took place in the Sacramento area in hotel conference facilities, the proceedings were completed via Zoom, a virtual meeting platform. The decision reflected Executive Order N-29-20, issued by Governor Gavin Newsom on March 17, 2020, allowing state bodies covered by the Bagley-Keene Open Meeting Act (Act) to hold public meetings covered by the Act via web and/or audio teleconferencing. The Reviewer training included live webcasts, which were subsequently archived on the IQC website. The deliberations were also recorded using Zoom and have been archived on the IQC website.

Utilizing SBE-approved training materials organized in Google Classroom, CDE staff and members of the IQC trained Reviewers from April 26–30, 2021, to prepare them for their independent review and subsequent deliberations. The training included presentations on the content standards, the curriculum framework, evaluation criteria, social content requirements, and the overall adoption process. Publishers made scheduled formal presentations to their respective program review panels on the final day of the training and answered Reviewer questions.

The CDE conducted the training in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the training, and each day at a pre-determined time, trainers paused the session to invite public comment.

### Review Panel Deliberations and Reports of Findings

Unlike previous instructional materials adoption processes, the materials were not shared via Learning Resource Display Centers, which were closed in accordance with public safety guidelines associated with the ongoing COVID-19 pandemic and Executive Order N-29-20. Participating publishers provided complete copies of their programs to all Reviewers. Members of the public were provided access to student materials through the World Languages Instructional Materials Adoption web page. Reviewers received access from publishers on or before May 14 and conducted their independent reviews of the submitted instructional materials in May, June, and early July 2021.

The Reviewers were notified of a soft deadline of July 21, 2021, by which to complete and submit their initial tally forms. These tally forms capture the Reviewers’ initial perspective on each instructional program’s alignment with the *WL Standards* and the Evaluation Criteria in the *WL Framework*. These initial tallies were combined in panel-specific spreadsheets on the evening of Sunday, July 25, 2021.

Reviewers met in panel-specific Zoom meetings originally scheduled from July 26–30, 2021. Because all panels completed their work swiftly, the deliberations ended on July 28, 2021. Though the tallies were not completed by all Reviewers, the data from the tallies greatly aided the direction of the discussion. A member of the IQC and two CDE staff facilitated each panel, while additional CDE staff provided administrative support. At least one member of the team overseeing the deliberations process and reviewing Reports of Findings was present in each panel. Reviewers engaged in discussion on areas of disagreement until the Reviewers reached consensus, with the spreadsheets depicting the group’s evolving conclusions. In addition to daily public comment periods during deliberations, publishers had the opportunity to provide a brief presentation on the morning of July 27 in response to three to five formal questions posed by the panel members on the afternoon of July 26.

As Reviewers discussed each program and sought consensus on their findings for each evaluation criterion, they worked collaboratively to produce a Report of Findings for each program. The reports include findings for each category of the criteria and exemplary citations to support those findings. Reviewers were asked to include citations for each proficiency level in category 1, criterion 1. In the case where the panel concluded a program would not be recommended for adoption, the Reviewers included multiple citations for each proficiency level where publishers did not meet content standards.

By the end of deliberations, review panels recommended 10 programs of the 11 submitted for consideration of adoption, with some recommendations contingent upon satisfactory completion of specified edits and corrections or social content citations.

Edits and corrections are defined as inexact language, imprecise definitions, mistaken notations, mislabeling, misspellings, and grammatical errors. Edits and corrections do not include rewrites, including revisions of sections, chapters, or entire pages, or adding new content to a program; rewrites are not allowed during the adoption process (pursuant to *5 CCR* sections 9510 and 9519). The review panels also provided citations for social content violations when those were found in the programs (pursuant to *5 CCR* Section 9518).

The panel deliberations were conducted in accordance with the Bagley-Keene Open Meeting Act. Various publisher representatives and interested members of the public attended the deliberations. At least twice each day, the deliberations process included an opportunity for public comment.

### Public Comment and Review

During the adoption process, the public had access to instructional programs submitted for consideration of adoption. Access included links to the student materials of submitted programs posted on the World Languages Instructional Materials Adoption web page (pursuant to *5 CCR* Section 9523[b]).

The IQC hosted a meeting to take public comment on the 2021 World Languages Instructional Materials Adoption on August 17, 2021 (pursuant to *5 CCR* Section 9524), held virtually according to Governor Gavin Newsom’s March 17, 2020, Executive Order N-29-20, which allows state bodies that fall under the Bagley-Keene Open Meeting Act to hold public meetings that are covered by Bagley-Keene with web conferencing and audio-conferencing tools. Publisher representatives and members of the public attended and submitted comments to the IQC for consideration. All members of the IQC received access to public comments.

Pursuant to *5 CCR* Section 9521, the CDE forwarded for consideration any public comments received by specific deadlines to the relevant review panels, the IQC, and the SBE. All comments received by July 21, 2021, were forwarded to the review panels; all comments received by September 16, 2021, were forwarded to the IQC; all comments received by October 27, 2021, were forwarded to the SBE. Any comments received after the outlined dates were shared with reviewers, commissioners, and board members, but those comments were not included in posted meeting notice attachments, which are posted 10 days before the meeting in accordance with the Bagley-Keene Open Meeting Act.

As described below, prior to making its recommendations to the SBE, the IQC held two additional public hearings, one during the World Languages Subject Matter Committee meeting on September 22, 2021, and one during the full IQC meeting on September 23, 2021.

The SBE held a final public hearing at the November meeting prior to taking action on the IQC’s recommendations.

### Instructional Quality Commission Review and Deliberations

On September 22–23, 2021, the members of the IQC considered the review panel recommendations, public comments, and reports from individual Commissioners to determine whether each program satisfied or did not satisfy the SBE-adopted evaluation criteria for this adoption.

On September 22, 2021, the IQC WL SMC held a public hearing and discussed in depth the review panel Report of Findings for each program. The WL SMC scheduled opportunities for members of the public to provide testimony before taking action to recommend instructional programs to the full IQC. No public comment was offered regarding the WL Adoption submitted programs, the process, or the Reports of Findings the review panels developed. Members of the committee initiated individual program-specific motions and voted on each of the 11 instructional programs submitted by publishers. Each motion was stated in the affirmative. A majority vote from the WL SMC was required for any instructional program to be recommended to the full IQC for adoption. The WL SMC recommended for SBE adoption 10 of the 11 instructional programs.

On September 23, 2021, after providing the opportunity for the public to offer comment, the full IQC received no comment from members of the public in a second open hearing. The full IQC then engaged in a discussion of the WL SMC’s recommendation before it took action to recommend programs to the SBE. Nine members of the IQC had to vote in the affirmative for any instructional program to be recommended to the SBE. The IQC recommended 10 of the 11 instructional programs.

### Requirement of Number of Adopted Programs

*EC* Section 60200(e) requires specific findings related to the number of instructional programs adopted by the SBE. In this adoption, the total number of recommended programs does not provide five or more basic instructional materials programs for each proficiency level in K–8 grade levels.

An initial publisher bulletin posted September 24, 2020, marked the beginning of a widely publicized process to initiate the scheduled California 2021 WL Adoption. Information posted to the CDE website and notifications sent to known publishers ultimately yielded 11 world languages publisher instructional program submissions—nine for Spanish and two for French.

The outcome of this adoption resulted in the recommendation of 10 of the 11 submitted programs. The SBE’s recommendations—after considering the review panels’ Reports of Findings, the IQC Advisory Report, public comment, and the process outlined above––satisfy the adoption recommendations of California *Education Code* Section 60200(e) of five or more basic instructional materials.

SBE liaisons were present at all meetings of the IQC related to this adoption, and at the select training and deliberations of Reviewers, and can attest to the extent to which the process was aligned to the SBE-adopted *WL Framework*.

### State Board of Education Action

The IQC’s recommendations were presented to the SBE at its meeting on November 3, 2021. The SBE held a public hearing to take testimony on the IQC recommendations and the programs submitted for adoption. After discussion, the SBE acted to do the following:

1. Adopt the 10 instructional materials programs recommended by the IQC;
2. Accept the publisher errata not considered by the IQC at its September 2021 meeting; and
3. Direct CDE staff, in conjunction with members of the IQC and/or CREs, as needed, to work with publishers to ensure that the IQC-recommended edits and corrections and other publisher errata and administrative updates adopted by the SBE have been made to their revised instructional materials.

### Edits and Corrections

Edits and Corrections meetings were scheduled with individual publishers after the SBE took its final action on the adoption. The process and timeline for edits and corrections meetings are specified in 5 *CCR* Section 9525, titled “Post Adoption Edits and Corrections Procedures.” These meetings with publishers will address the edits and corrections that are required by the SBE as part of its action to adopt instructional materials. Publishers whose programs are adopted by the SBE will be required to complete all edits and corrections within 60 days of CDE notification of the results of the edits and corrections meetings pursuant to 5 *CCR* Section 9525(e). No instructional programs will be added to the CDE Price List of Adopted Instructional Materials online database until all edits and corrections have been made and verified.

### Adopted Publishers’ Responsibilities

According to the provisions of *EC* sections 60061 and 60061.5, publishers are required to comply with a number of very specific provisions that ensure that publishers furnish instructional materials to every school district in California at the lowest or same price offered to other districts in this state or any other state in the nation. A bulletin was sent to all adopted publishers containing information about the statutory and regulatory requirements related to state-adopted materials, post-adoption timelines, requirements regarding sales and marketing, alternate formats, pricing, and other issues.

### Changes to Instructional Materials Statutes and Funding

Pursuant to *EC* Section 60210, districts are no longer required to purchase instructional materials from a state adoption list. If a district elects to purchase materials that are not state adopted, they are required to include a majority of classroom teachers who are assigned to the subject area or grade level of the materials in their local review process.

Districts receive state instructional materials funding as part of their basic funding under the Local Control Funding Formula (LCFF) pursuant to Assembly Bill 97. More information about the LCFF can be found on the CDE website at <http://www.cde.ca.gov/fg/aa/lc/>.

Instructional materials sufficiency requirements (*EC* Section 60119) remain in effect. Districts must certify each year that they have instructional materials in English language arts/English language development, mathematics, history–social science, and science for all students in kindergarten through grade twelve to use in class and take home. Since the state instructional materials funds have been incorporated into LCFF, there is no financial penalty for failing to meet the sufficiency requirement, but this may change with future legislation.

## Summary of State Board Action

November 3, 2021

### These Instructional Programs Are Adopted

| Publisher | Program Name | Language and Levels |
| --- | --- | --- |
| Carnegie Learning, Inc. | ¡Qué chévere! Level 1 | Spanish: Novice |
| Carnegie Learning, Inc. | T’es branche? Level 1 | French: Novice |
| Carnegie Learning, Inc. | En voz alta - Español para hispanohablantes | Spanish: Novice, Intermediate |
| Klett USA, Inc. | Alba y Gael | Spanish: Novice (elementary) |
| Klett USA, Inc. | Reporteros | Spanish: Novice (middle school) |
| Klett USA, Inc. | Mapas | Spanish: Novice |
| Vista Higher Learning | ¡Listos! + Antología | Spanish: Novice |
| Vista Higher Learning | Senderos: CA Edition | Spanish: Novice, Intermediate |
| Vista Higher Learning | Encuentros: CA Edition | Spanish: Novice, Intermediate |
| Vista Higher Learning | D'accord | French: Novice |

### This Instructional Program Is Not Adopted

| Publisher | Program Name | Language and Levels |
| --- | --- | --- |
| Rosetta Stone Ltd. | Rosetta Stone Foundations | Spanish: Novice, Intermediate, Advanced |

## Basic Instructional Materials: World Languages Programs

### Carnegie Learning Inc.: *¡Qué chévere!*, Novice

#### Program Summary:

*¡Qué chévere!* includes the following: Student Edition (SE), Annotated Teacher’s Edition (ATE), Electronic Annotated Teacher’s Edition (eATE), and Pre-AP Reading (PAR).

#### Recommendation:

*¡Qué chévere!* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and are 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.

### Carnegie Learning Inc.: *T’es branché?*, Novice

#### Program Summary:

*T’es branché?* includes the following: Student Edition (SE) and Annotated Teacher’s Edition (ATE).

#### Recommendation:

*T’es branché?* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials supportinstruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials provideteachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensureuniversal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and *are* 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.

### Carnegie Learning Inc.: *En voz alta – Español para hispanohablantes*, Novice and Intermediate

#### Program Summary:

*En voz alta* *– Español para hispanohablantes*, includes the following: Student Edition (SE), Teacher guide (TG), and Workbook (WB).

#### Recommendation:

*En voz alta, Español para hispanohablantes* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and are 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.

### Klett USA Inc.: *Alba y Gael*, Novice

#### Program Summary:

*Alba y Gael* includes the following: *Student Book 1, 2, and 3 (SE); Teacher’s Guide 1, 2, and 3 (TE); Workbook 1, 2, and 3 (WB); and The Spanish Hub 1, 2, and 3 (SH).*

#### Recommendation:

*Alba y Gael* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are 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.

### Klett USA Inc.: *Reporteros*, Novice

#### Program Summary:

*Reporteros* includes the following: *Student Edition 1, 1A, 1B (SE); Teacher’s Edition 1, 1A, 1B (TE); Workbook 1; and The Spanish Hub (SH).*

#### Recommendation:

*Reporteros* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provideteachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials containa clear road map for teachers to follow when planning instruction and are 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.

### Klett USA Inc.: *Mapas*, Novice

#### Program Summary:

*Mapas* includes the following: *Student Edition Level 1 (SE), Teacher’s Edition Level 1 (TE), and The Spanish Hub 1 (SH).*

#### Recommendation:

*Mapas* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials containa clear road map for teachers to follow when planning instruction and are 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.

### Rosetta Stone: *Rosetta Stone Foundations*, Novice, Intermediate, and 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* (*WL 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.

#### Criteria Category 2: Program Organization

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

#### 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.

#### 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.

### Vista Higher Learning: *¡Listos! + Antología*, Novice

#### Program Summary:

*¡Listos! + Antología* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Workbook (WB).*

#### Recommendation:

*Listos + Antología* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level, and meets all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials support instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students andprovide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are 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.

### Vista Higher Learning: *Senderos*, Novice and Intermediate

#### Program Summary:

*Senderos* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Practice Workbook (WB).*

#### Recommendation:

*Senderos* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and are 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.

### Vista Higher Learning: *Encuentros*, Novice and Intermediate

#### Program Summary:

*Encuentros* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Cuaderno de práctica (WB).*

#### Recommendation:

*Encuentros* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and *meets* all of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials *support* instruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials *provide* teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials *ensure* universal and equitable access to high-quality curriculum and instruction for all students and *provide* teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials *contain* a clear road map for teachers to follow when planning instruction and *are* 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.

### Vista Higher Learning: *D’accord!*, Novice

#### Program Summary:

*D’accord!* includes the following: *Student Edition (SE), Teacher Edition (TE),* and *Cahier (WB).*

#### Recommendation:

*D’accord!* is recommended for adoption because the instructional materials include content as specified in the *World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve* (*World Languages Standards*), and meet all the criteria in category 1 with strengths in categories 2–5.

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

The program supports instruction designed to ensure that students master all the *World Languages Standards* for the intended proficiency level(s), and meetsall of the evaluation criteria in category 1.

#### Criteria Category 2: Program Organization

The organization and features of the instructional materials supportinstruction and learning of the standards.

#### Criteria Category 3: Assessment

The instructional materials provide teachers with assistance in using assessments for planning instruction and monitoring student progress toward mastering the content.

#### Criteria Category 4: Access and Equity

Program materials ensure universal and equitable access to high-quality curriculum and instruction for all students and provide teachers with suggestions for differentiation for students with special needs.

#### Criteria Category 5: Instructional Planning and Support

The instructional materials contain a clear road map for teachers to follow when planning instruction and are 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.

## Appendix A: Criteria for Evaluating Instructional Materials for World Languages Education in Kindergarten Through Grade Eight

Adopted by the State Board of Education on July 8, 2020

The state adoption of new world languages instructional materials will be guided by the criteria described below. To be adopted, instructional materials must meet the educational content requirements in Category 1, Alignment with the WL Standards, in full. Instructional materials will be evaluated holistically for strengths in the other categories—Program Organization, Assessment, Access and Equity, and Instructional Planning and Support. This means that while a program may not meet every criterion listed in those categories, it must meet the intent stated in the introductory paragraph of each category to be eligible for state adoption. Programs that do not meet Category 1 in full and do not show strengths in each one of the other four categories will not be adopted. These criteria are designed to be a guide for publishers in developing their instructional resources and for local educational agencies when selecting instructional materials. To assist in the evaluation of instructional materials, publishers must use the SBE-approved standards maps and evaluation criteria map templates, developed and supplied by the California Department of Education (CDE), to provide evidence that the program provides students a path to meet the proficiencies specified in the World Languages Framework.

It is the intent of the SBE that these criteria be neutral on the format of instructional materials. Print-based, digital, interactive online, and other types of programs may all be submitted for adoption as long as they are aligned to the evaluation criteria. Any gross inaccuracies or deliberate falsification revealed during the review process may result in disqualification, and any found during the adoption cycle may subject the program to removal from the list of state-adopted instructional materials. Gross inaccuracies and deliberate falsifications are defined as those requiring changes in instructional content. All authors listed in the instructional program are held responsible for the content. Beyond the title and publishing company’s name, the only name or names to appear on a cover and title page shall be the actual author or authors.

### Criteria for the Evaluation of Instructional Materials Aligned to the World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve

#### Category 1: Alignment with the WL Standards

Instructional materials support teaching and learning of the skills and knowledge called for within the Novice, Intermediate, Advanced, and Superior ranges of proficiency, as appropriate, as specified in the WL Standards, and are appropriate for designated grade levels.

All programs must include the following features:

1. Instructional materials, as defined in *Education Code (EC)* Section 60010(h), must align to the WL Standards adopted by the SBE in January 2019.
2. Instructional materials are consistent with the content of the *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve* (*WL Framework*).
3. Instructional materials include approaches and activities aligned to appendix 2 of the WL Standards*.*
4. Instructional materials must be consistent with current state statutes and support statutorily mandated instruction.
5. Instructional materials shall be accurate and use proper grammar and spelling (*EC* Section 60045).
6. Instructional materials include opportunities for students to develop communicative and cultural proficiency, content area knowledge, oracy, and literacy in a world language other than English.
7. Instructional materials include activities for developing student proficiency in the Communications, Cultures, and Connections Standards of the WL Standards*.*
8. Instructional materials examine humanity’s place in ecological systems and the necessity for the protection of the environment (*EC* Section 60041) and include instructional content based on the California Environmental Principles and Concepts developed by the California Environmental Protection Agency and adopted by the State Board of Education (*Public Resources Code* Section 71301) where appropriate and aligned to the WL Standards*.*

#### Category 2: Program Organization

Instructional resources support instruction and learning of the WL Standardsand include such features as the organization, coherence, and design of the program; chapter, unit, and lesson overviews; and glossaries. Sequential organization and a coherent instructional design of world languages programs provide structure for what students should learn each year. They should be organized to allow efficient and effective delivery of a standards-based course ensuring optimal articulation as students move between courses, and enter and leave instructional programs. Programs must be well organized and presented in a manner that provides all students with opportunities to achieve the essential knowledge and skills described in California’s WL Standards. Program design must support the standards-based approach grounded in the organizational scheme developed in the WL Standardsand serve as the scaffolding for students with diverse learning needs. Instructional resources must have strengths in the following areas to be considered for adoption:

1. Organization that provides a logical and coherent structure to facilitate efficient and effective teaching and learning within the lesson, unit, and grade level or grade span, consistent with the guidance in the WL Framework
2. Tables of contents, indexes, glossaries, electronic-based resources, support materials, content summaries, and assessment guides designed to help teachers, parents or guardians, and students navigate the program
3. An overview of the content in each chapter or unit that describes how it supports instruction and learning of the WL Standards
4. An overview of the content in each chapter or unit that outlines the world languages concepts and skills to be developed
5. Graphics (pictures, maps, world languages) that are accurate, are well annotated or labeled, and enhance students’ focus and understanding of the content
6. Support materials that are an integral part of the instructional program and are clearly aligned with the WL Standards
7. A well-organized structure that provides students with opportunities to achieve proficiency or the grade-level or grade-span standards
8. A well-organized structure that provides opportunities for students to build on knowledge and proficiencies developed through previous language study or through immersion programs
9. Effective articulation between courses allowing for multiple entry points in a variety of course and program models beginning in kindergarten and continuing through grade twelve
10. A list of the expectations for student proficiency in the standards in the teacher’s guide together with page number citations or other references that demonstrate alignment with the content standards
11. To the extent possible, the content, including grammar descriptions, is presented in the target language

#### Category 3: Assessment

Instructional resources include multiple models of diagnostic, formative, and summative assessment tasks for measuring what students know and are able to do and provide guidance for teachers on how to interpret assessment results to guide instruction. The program provides teachers with assessment practices for each proficiency range or at each grade level or grade span necessary to prepare all students for success at later proficiency ranges or in later grade-level or grade-span world languages education. Instructional resources must have strengths in the following areas to be considered suitable for adoption:

1. Strategies or instruments that teachers can use to determine students’ prior knowledge of culture and appropriate academic content and communicative, cultural, and intercultural proficiencies
2. A broad array of diagnostic, formative, and summative assessment strategies that allow students to demonstrate what they know, understand, and are able to do
3. High-quality standards-based placement and exit assessments to help determine appropriate instructional level for entry into and exit from a course or program
4. Multiple measures of students’ ability to independently apply the world languages proficiencies described in the WL Standards*,* such as observations with rubrics, task completions, collaborative conversations, samples of speech and writing, portfolio entries, measures of proficiency, content and cultural knowledge and skills, contextualized form checks, projects, performances, and selected and constructed response items, among others
5. Guidance for teachers on how to adapt instruction on the basis of evidence from assessment and make adjustments that yield immediate benefits to student learning
6. Guiding questions to monitor students’ receptive and productive proficiencies in the world languages

#### Category 4: Access and Equity

The goal of world languages education programs in California is to ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or exceed the knowledge and skills as described in theWL Standards. Resources should incorporate recognized principles, concepts, and research-based strategies to meet the needs of all students and provide equal access to learning. Instructional resources should include suggestions for teachers on how to differentiate instruction to meet the needs of all students. In particular, instructional resources should provide guidance to support students who are English learners; heritage and native speakers; at-promise students (per AB 413 of 2019 [Chapter 800], the term “at-risk” is replaced in the *California Education Code* with the term “at-promise”); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with disabilities. Note that speaking and listening should be broadly interpreted and should include students who are Deaf and Hard of Hearing using American Sign Language (ASL) as their primary language. Students who do not use ASL as their primary language but use amplification, residual hearing, listening and spoken language, cued speech, and sign-supported speech access general education curriculum with varying modes of communication. Instructional resources must have strengths in the following areas to be considered for adoption:

1. Appropriate for use with all students regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, culture, religion, sexual orientation, or living situation
2. Suggestions based on current and confirmed research for adapting the curriculum and the instruction to meet students’ assessed instructional needs
3. Comprehensive teacher guidance and differentiation strategies, based on current and confirmed research, to adapt the curriculum to meet students' identified special needs and to provide effective, efficient instruction for all students, including students who are English learners, at-promise students, LGBTQ+ students, and students with disabilities
4. Strategies for students who are English learners that are consistent with the *California English Language Development Standards: Kindergarten Through Grade 12* adopted under *EC* Section 60811
5. Strategies for English learners in both lessons and teachers’ editions, as appropriate, for specific proficiency ranges
6. Strategies to help students who are below grade level in reading, writing, speaking, and listening in academic English to understand and communicate in world languages
7. Suggestions for advanced learners that are tied to the WL Framework and that allow students to study content in greater depth
8. Strategies to help heritage and native language learners to maximize their learning of a heritage or native language, or to transfer these skills to the learning of an additional language
9. Images that are age appropriate and depict students at the grade level or grade span of instruction, reflect the diversity of California’s students, and are affirmatively inclusive

#### Category 5: Instructional Planning and Support

The information and resources should present explicit, coherent guidelines for teachers to follow when planning instruction and be designed to help teachers provide effective standards-based instruction. The resources should be designed to help teachers provide instruction that ensures opportunities for all students to learn world-languages-enhancing skills and behaviors and essential knowledge and communicative, cultural, and intercultural proficiencies specified in the WL Standards*.* The resources must have strengths in the following areas of instructional planning and teacher support to be considered suitable for adoption:

1. Lesson plans, suggestions for organizing resources in the classroom, and ideas for pacing lessons
2. A pacing guide or scope and sequence for planning instruction
3. A variety of pedagogical strategies aligned to appendix 2 of the WL Standards
4. Suggestions for connecting world languages education content with other areas of the curriculum and examples of interdisciplinary instruction within the appropriate grade level or grade span
5. Technical support and suggestions for appropriate use of electronic resources and audiovisual, multimedia, and information technology resources associated with a unit
6. User-friendly components and platform-neutral electronic materials
7. Homework assignments, if included in the program, extend and reinforce classroom instruction as well as provide opportunities for additional practice and extension of skills that have been taught
8. Homework assignments, if included in the program, that support parent, guardian, and caretaker engagement
9. Guidance for the use of language-learning strategies with opportunities to use them in context throughout the course or program
10. Clearly written and accurate explanations of world languages education content
11. Guidelines for formal and informal presentations of student work

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