



2019-2020 SUSD World Language Textbook Adoption Rubric

Course Title: _____ Middle School ☐ High School ☐

Your Role: _____

Publisher/Author: _____ Member ID: _____

Text Name: _____

Total Score: _____

Tier I

Aligned to ACTFL and Arizona Standards **1** **3** **7** **10**

- Proficiency based
- Authentic assessments in reading, writing, listening, and speaking
- Aligned to AP

Evidence:

Authentic Materials **1** **3** **7** **10**

- Aligned assessments, ideally in an editable format
- Materials feature native speakers and multicultural information
- Variety of print, audio, and video resources

Evidence:

Vendor Support **1** **3** **7** **10**

- Training: in-person initially with ongoing support/training online or via phone
- Digital supports and resources that are updated

Evidence:

Tier 1 Subtotal: _____

Tier 2

Technology Integration	1	3	5
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- Voice component for student speaking, listening, and feedback
- Digital classroom platform
- Mobile application

Evidence:

Cultural Components	1	3	5
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- Variation of authentic cultures/multicultural
- Culture is timely and/or current
- Where culture is not embedded, cultural selections enhance units

Evidence:

Project Based Integrated Performance Assessment	1	3	5
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- Cumulative Integrated Performance Assessments (IPA)
- Projects aligned to theme/content

Evidence:

Tier 2 Subtotal:_____

Tier 3

<u>Additional Technology Resources</u>	<u>1</u>	<u>2</u>	<u>3</u>
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- Integration with Google classroom
- Integration with online gradebook

Evidence:

<u>Engagement Activities</u>	<u>1</u>	<u>2</u>	<u>3</u>
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- User friendly/usability
- Games, music, and activities aligned to theme
- Differentiation

Evidence:

<u>Extra Resources/Materials</u>	<u>1</u>	<u>2</u>	<u>3</u>
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- Headsets
- Supplementary reading materials: newsletters, short stories, etc.
- Supplementary instructional materials: flash cards, TPR, etc.

Evidence:

Tier 3 Subtotal: _____

Total Score: _____
