

## Beaverton School District Secondary English Language Proficiency Materials Selection Criteria Rubric

Scoring: Rate each criterion from 1-3, based on the presence of listed quality indicators.

1. **Unsatisfactory:** At least half of the listed quality indicators are *either* missing *or* improperly/insufficiently implemented.
2. **Satisfactory:** At least half of the listed quality indicators are present *and* properly/sufficiently implemented.
3. **Exceeds:** *All* of the listed quality indicators are present *and* of high quality implementation.

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
<b>1. Equity and Inclusivity</b> (Group 1)  <b>Overall Criteria Scoring:</b> <b>1 2 3</b>	Materials meet the ideals described in <a href="#">BSD's Equity Policy</a> .	<ul style="list-style-type: none"> <li>● Culturally responsive learning experiences designed to promote a deeper sense of the global community and elevate student interests and identities.</li> <li>● Materials use language/pictures/graphics/media that actively promote equity.</li> <li>● Materials use strengths-based, positive language and portrayals.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>
	Students are provided with consistent opportunities to demonstrate knowledge and skills.	<ul style="list-style-type: none"> <li>● Students are provided with regular, periodic opportunities to demonstrate progress in gaining English proficiency, rather than being measured once at the end of the year or at widely separated "checkpoints".</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>
<b>2. Assessment</b> (Group 1)  <b>Overall Criteria Scoring:</b> <b>1 2 3</b>	Materials present a balanced assessment system, including formative, interim, and summative elements, using a variety of methods and modes.	<ul style="list-style-type: none"> <li>● A balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade-level outcomes.</li> <li>● Students may demonstrate their learning through multiple modes (for example, not just a series of multiple choice tests).</li> <li>● Ideally, materials include assessments <i>of</i> and <i>for</i> learning.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>
	Assessment system is clearly aligned to instruction and includes editable and aligned rubrics, scoring guidelines, etc.	<ul style="list-style-type: none"> <li>● Editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance.</li> <li>● Teachers can access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> <li>● Online assessments are aligned and have sufficient item banks.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
	Assessment system ensures students receive frequent and constructive feedback.	<ul style="list-style-type: none"> <li>Opportunities for teachers to provide ongoing feedback to students, sharing to guardian/parent, sharing to classrooms, schools/districts.</li> <li>Multiple opportunities for students to receive descriptive feedback on performance.</li> </ul>	<b>Individual Indicator Scoring:</b> 1   2   3
<b>3. Differentiation &amp; Accessibility</b> (Group 2)  <b>Overall Criteria Scoring:</b> 1   2   3	Materials provide scaffolding and learning supports for students from special populations such as Newcomers, Students with Interrupted Formal Education, students experiencing disabilities, and students identified as TAG.	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</li> <li>Direct access to equitable resources through various levels of technology, including things such as: speech-to-text, text-to-speech, audio books, digital copies, available in various languages.</li> <li>Various levels of scaffolding and differentiation strategies are included while still ensuring that students have access to core content.</li> </ul>	<b>Individual Indicator Scoring:</b> 1   2   3
	Learning activities and assessments are rigorous, complex, diverse, and accessible to all students.	<ul style="list-style-type: none"> <li>Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards.</li> <li>Planning and implementation of differentiated instruction addressing the needs of learners needing acceleration, intensification, and targeted remediation.</li> </ul>	<b>Individual Indicator Scoring:</b> 1   2   3
	Materials include modifications and enrichment learning tasks for all students, including students performing above or below their grade level.	<ul style="list-style-type: none"> <li>Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards.</li> <li>Planning and implementation of differentiated instruction addressing the needs of learners needing acceleration, intensification, and targeted remediation.</li> </ul>	<b>Individual Indicator Scoring:</b> 1   2   3
	Materials are accessible online for teachers and students.	<ul style="list-style-type: none"> <li>Physical materials are mirrored online as faithfully as possible. For example, the full range of materials should still be available online if a district were to transition to full distance learning.</li> </ul>	<b>Individual Indicator Scoring:</b> 1   2   3

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
<b>4. Language Domains</b> (Group 2)  <b>Overall Criteria Scoring:</b> 1 2 3	Learning activities span the four interconnected domains of Reading, Writing, Listening, and Speaking and emphasize an interactive approach.	<ul style="list-style-type: none"> <li>• Ample opportunities for reading, writing, listening, and speaking strategies to help students become successful readers, writers, listeners, and speakers of the English language.</li> <li>• Balance between reading, writing, listening, and speaking.</li> <li>• Opportunities to practice reading, writing, listening, and speaking in authentic ways that include interacting with peers and adults, interacting with relevant texts, etc.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3
	Provides opportunities for communicative interactions of varying formality, varying complexity, and for a variety of authentic purposes.	<ul style="list-style-type: none"> <li>• Opportunities to interact and negotiate meaning in spoken or written conversations to share information, reactions, feelings, and opinions.</li> <li>• Activities move students from controlled to transitional to independent communication.</li> <li>• Opportunities to use the language both within and beyond the classroom.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3
<b>5. Language Complexity and Proficiency</b> (Group 3)  <b>Overall Criteria Scoring:</b> 1 2 3	Elicits increasingly proficient communication over time.	<ul style="list-style-type: none"> <li>• Materials encourage spontaneous and scaffolded use of the language.</li> <li>• Activities help develop fluency, accuracy, and complexity of communication and self-expression.</li> <li>• Activities progress naturally from contexts related to self and familiar topics (beginning to community and familiar topics (intermediate), to increasingly unfamiliar topics.</li> <li>• Activities integrate academic, content-based vocabulary that students will encounter in core content classes.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3
	Activities are grade-band appropriate, age appropriate, and academically and linguistically challenging.	<ul style="list-style-type: none"> <li>• Activities are set in an age-appropriate context.</li> <li>• Information presented in materials is age appropriate.</li> <li>• Activities are presented at the appropriate proficiency level.</li> <li>• Notes and readings are at the appropriate age and proficiency levels for the learners.</li> </ul>	<b>Individual Indicator Scoring:</b>  1 2 3

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
	Helps students leverage existing proficiency in other languages to develop proficiency in English.	<ul style="list-style-type: none"> <li>• Opportunities for content conversations using their home language.</li> <li>• Choices around how to demonstrate mastery both from a task and language perspective.</li> <li>• Materials help students draw connections between the structures and conventions of English and their home language (or any other language they bring to the classroom).</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1    2    3</b>
<b>6. Teacher Support</b> (Group 3)  <b>Overall Criteria Scoring:</b> <b>1    2    3</b>	Materials are user-friendly, accessible, and practical for use by teachers and students of diverse backgrounds, knowledge, skill, and experience.	<ul style="list-style-type: none"> <li>• Includes scaffolding for students of varying English proficiency to engage in both receptive and productive language activities.</li> <li>• Contains strategies for informing all stakeholders, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.</li> <li>• Technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>• Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>• Consistent formatting and organization for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1    2    3</b>
	Includes ongoing and embedded professional development materials.	<ul style="list-style-type: none"> <li>• Ongoing and embedded professional development provided in various formats (in-person, onsite, online).</li> <li>• Professional development for teachers should include theory and practice related to language acquisition, in order that they may use grade-level expectations as a general guide and not a fixed rule.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1    2    3</b>

Criterion	Quality Indicators	Look for Evidence of:	Individual Indicator Scoring
<p><b>7. Student Engagement</b> (Group 3)</p> <p><b>Overall Criteria Scoring:</b> 1 2 3</p>	<p>Materials offer authentic, culturally and linguistically responsive, engaging, and meaningful student-centered activities with practical applications.</p>	<ul style="list-style-type: none"> <li>● Authentic and meaningful student-centered activities with practical applications that build interest and awareness of varied life experiences.</li> <li>● Opportunities for students to personalize, internalize and cultivate their learning to promote student agency.</li> <li>● Relevant examples and connections to students' lives, with practical applications to their current and future selves.</li> <li>● Guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and relevant by representing: <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ a range of interests.</li> </ul> </li> <li>● As part of a culturally and linguistically responsive approach, materials may provide suggestions about building connections/relationships between district staff and parents/families/community.</li> </ul>	<p><b>Individual Indicator Scoring:</b></p> <p>1 2 3</p>

Rubric based on:

- [iMet Rubric for ELP Grades 6-8 and 9-12](#)
- [iMet Rubric Grades 3-5 \(foundational skills\)](#)

<b>Additional Considerations for Supplemental Materials</b>			
<b>Criterion</b>	<b>Quality Indicators</b>	<b>Look for Evidence of:</b>	<b>Individual Indicator Scoring</b>
<b>8. Foundational Reading Skills</b>  <b>Overall Criteria Scoring:</b> <b>1 2 3</b>	Materials develop foundational reading skills systematically, using evidence-based, explicit and systematic instruction and diagnostic support in: concepts of print, letter recognition, phonemic awareness, phonics, word awareness and vocabulary development, syntax, and fluency in a research-based and transparent progression.	<ul style="list-style-type: none"> <li>Materials develop a progression of foundational reading skills using evidence- based methods.</li> <li>Evidence-based explicit and systematic instruction of foundational skills in phonics, word awareness and vocabulary development, syntax and fluency with opportunities for practice and mastery.</li> <li>Materials should include a teaching scope and sequence that show the learning progressions, and that allow for flexibility in meeting the needs of a range of students.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>
	Materials include a variety of student reading material and activities that allows for systematic, regular, and frequent practice of all foundational skills.	<ul style="list-style-type: none"> <li>Sequential, cumulative instruction and practice opportunities for the full range of foundational skills that allow for flexibility in meeting the needs of a range of students.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>
	Materials provide clear, well-structured diagnostic assessment protocols and materials for all foundational skills to guide instruction and remediation.	<ul style="list-style-type: none"> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> <li>Assess student proficiency using a variety of evidence-based methods.</li> <li>Explicit, clear, and ongoing instruction to teachers on how to diagnose and remediate and/or student skill attainment.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>
	Materials guide students to read with purpose and understanding and to make frequent connections between acquisition of foundational skills and making meaning from reading.	<ul style="list-style-type: none"> <li>Opportunities for practice and mastery related to foundational skills, intervention, and extension.</li> </ul>	<b>Individual Indicator Scoring:</b>  <b>1 2 3</b>