# WASHINGTON COUNTY PUBLIC SCHOOLS
## INSTRUCTIONAL RESOURCES EVALUATION

Name of Instructional Resource_____

Publisher _____ Copyright date/Edition_____

Grade Level or Course Name _____ Reviewer

_____ Reviewer School _____

ONE Expectation Rating (does not meet, partially meets, or fully meets) for each category (in gray) below.  Use the space provided to take notes and to make comments for each category.

| Curriculum Alignment | Does Not Meet | Partially Meets | Fully Meets |
|---|---|---|---|
| Content | | | |
| Supports the Understanding by Design and backward design process | | | |
| Performance-based tasks and Integrated Performance Assessments that have a real-world purpose purposeful context | | | |
| WCPS World Language Transfer Goals | | | |
| Supports Planning, Instruction, and Assessment in Maryland World-Readiness Standards for Learning Languages | | | |
| Integrates NCSSFL-ACTFL Can-Do Statements | | | |
| Curriculum Delivery | Does Not Meet | Partially Meets | Fully Meets |
| Instructional Strategies | | | |
| Support of Teacher Pedagogy | | | |
| Balance of interpersonal, interpretive, and presentational communication activities and tasks | | | |
| Builds literacy skills in Spanish; uses background knowledge, contextual cues, and interpretive strategies to construct meaning | | | |
| Facilitates a language rich or target of 90% or more Spanish usage in resources, interactive student tasks, and materials | | | |
| Grammar is addressed within meaningful communicative contexts as one element of language proficiency rather than focusing on grammar rules | | | |
| Uses the language to investigate, explain, and reflect on the relationship between the practices or products and perspectives of cultures and leads learners toward developing Intercultural Communicative Competence | | | |
| Content Delivery | Does Not Meet | Partially Meets | Fully Meets |
| Activities involve students at different levels of cognitive engagement | | | |
| Activities are designed to engage student attention and interest | | | |
| Real-world Application; Authentic Tasks/Resources | | | |
| Rigorous - Extends student thinking and proficiency skill to meet and exceed proficiency levels | | | |
| Well-structured interpersonal communication tasks engage learners cognitively and encourage linguistic risk-taking | | | |

| | | | |
|---|---|---|---|
| Communication tasks are created at the WCPS course proficiency level and are designed specifically to promote growth over time toward the next proficiency level | | | |
| Authentic materials provide real-life examples of language used in everyday situations | | | |
| Adaptive Technology | | | |
| Elicits student talk and writing that increases in fluency, accuracy, and complexity over time per WCPS WL proficiency targets | | | |
| **Student Interest / Engagement** | **Does Not Meet** | **Partially Meets** | **Fully Meets** |
| Interactive reading and listening comprehension tasks are designed to use authentic cultural texts of various kinds with appropriate scaffolding and follow-up tasks that promote interpretation | | | |
| Interactive and student-centered activities and resources that negotiate meaning for a real-world purpose or share a message with an audience | | | |
| Attractive | | | |
| Age-appropriate | | | |
| Clear (images, wording, L2, etc.) | | | |
| Builds Motivation and Confidence | | | |
| Builds Self-Efficacy | | | |
| Feedback is in multiple forms including formative, summative and self-assessment that is relevant to learning goals and the targeted level of proficiency | | | |
| **Alignment to Student Needs** | **Does Not Meet** | **Partially Meets** | **Fully Meets** |
| Accessibility (available audio, large font, etc.) | | | |
| Intervention Resources | | | |
| Enrichment Resources | | | |
| Heritage Language or Spanish for Spanish Speaker Resources | | | |
| COMAR - Represents genders, ages, races, ethnicities and religions fairly and equally | | | |
| Supports comprehension and production through context/gestures/visual support | | | |
| Authentic cultural texts/media/resources of various kinds have appropriate scaffolding and follow-up tasks that promote interpretation/negotiation of meaning. | | | |
| **Additional Materials** | **Does Not Meet** | **Partially Meets** | **Fully Meets** |
| Professional Development | | | |
| Item Data Bank | | | |
| Investigation/Activity Books | | | |
| Variety and quantity of study aids | | | |
| Reports (student usage, class performance, etc.) | | | |
| Free, automatic product updates, upgrades, revisions, etc. | | | |
| **Technology Compatibility** | **Does Not Meet** | **Partially Meets** | **Fully Meets** |

# WASHINGTON COUNTY PUBLIC SCHOOLS
# INSTRUCTIONAL RESOURCES EVALUATION

| | |
|---|---|
| Compatible with network | |
| Compatible with devices (Mac, iPad, Chromebooks, etc..) | |
| Accessible when internet is not available | |
| Accessible from home | |
| Single sign on for users | |
| Easy to use interactive product | |
| Student tracking methods - progress monitoring | |

SUMMARY:  COMMENTS REQUIRED

Overall, the assets of this instructional resources are:

Overall, the drawbacks of this instructional resources are:

This instructional resources package is rated overall as (==highlight== one):

Outstanding          Better than average          Average          Below Average          Poor