

WORLD LANGUAGES TEXTBOOK EVALUATION GUIDE

Based on Oklahoma Academic Standards



OKLAHOMA
STATE DEPARTMENT of EDUCATION

This guide is designed to help you evaluate up to four textbook programs. The first portion is based on the goal areas from the Oklahoma Academic Standards. It may be helpful to have the Oklahoma Academic Standards for World Languages in front of you as you evaluate in order to see the learner targets referenced in some of the questions:

<http://ok.gov/sde/sites/ok.gov.sde/files/2015%20World%20Languages%20Standards.pdf>

Each goal area contains questions with a suggested point value, as indicated after the goal area. The second area of consideration has suggested criteria for evaluating instructional strategies and technology resources that may be included in each textbook program. Local school districts may assign point values to this portion, based on district goals and priorities.

COMMUNICATION GOAL (Section total: 40 points – 5 points per item)

Are students introduced to essential vocabulary and grammatical structures? If so, do the vocabulary and grammatical structures lead to real-life language use that is relevant to students' lives?				
Do the activities move from controlled, contextualized practice to open-ended and meaningful communication?				
Do the interpretive tasks assess student comprehension for the appropriate learner target? (OAS 1.1)				
Are there a variety of meaningful interpersonal activities that provide opportunities for individual, paired, and small group communicative practice at the appropriate learner target? (OAS 1.2)				
Are spoken and written presentational tasks aligned with what students learned and practiced in each unit and at the appropriate learner target? (OAS 1.3)				
Do proficiency assessments measure each mode of communication at the appropriate learner target?				
Are students asked to do more than rote memorization and recall on achievement quizzes and tests (which assess vocabulary and grammatical structures)?				
Are integrated performance activities and assessments engaging, relevant and level-appropriate for students?				

CULTURES GOAL (Section total: 30 points – 6 points per item)

Is the cultural content authentic, accurate and current?				
Is the cultural information age-appropriate to stimulate interest?				
Do students have the opportunity to use the target language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied? (OAS 2.1)				
Do students have the opportunity to use the target language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied? (OAS 2.2)				
Are authentic sources embedded in communicative activities and assessments?				

CONNECTIONS GOAL (Section total: 10 points – 5 points per item)

Do students have the opportunity to build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively? (OAS 3.1) For example, are there themes that encourage cross-curricular projects?				
Do students have the opportunity to access and evaluate information and diverse perspectives that are available through the language and its cultures? (OAS 3.2) For example, does the text provide sources written for native speakers of the target language (such as age and language appropriate stories, poems, songs, media, etc.)?				



COMPARISONS GOAL (Section total: 10 points – 5 points per item)

Are students asked to look at their own native language and compare it linguistically to the target language? (OAS 4.1)				
Are students asked to compare their own culture and make comparisons with the target cultures to discover similar and different cultural concepts and patterns? (OAS 4.2)				

COMMUNITIES GOAL (Section total: 10 points – 5 points per item)

Does the text provide ideas for using the target language both within and beyond the classroom to interact and collaborate in the community and the globalized world? (OAS 5.1)				
Does the text provide tools for students to set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement? (OAS 5.2)				

Total for Standards-Based Criteria: 100 Points Possible

Other Suggested Criteria to Consider: Section Totals may be determined by local school district

INSTRUCTIONAL STRATEGIES

Does the text connect new content to students’ prior knowledge?				
Are a variety of strategies and/or resources provided for presenting new material?				
Are a variety of strategies and/or resources provided for practicing and deepening student knowledge?				
Are strategies and/or resources included for teaching all learners (such as multiple intelligences, visual, auditory, kinesthetic, and heritage learners, students with learning disabilities, etc.)				
Other				
Other				

TECHNOLOGY

Is there an online textbook available for teachers to project in the classroom and for students to access at home?				
For students without internet access at home, is there a CD-ROM of the textbook that students can take home?				
Are interpretive listening selections available on CD, online and through the online student textbook/ CD-ROM?				
Are student editions available for mobile devices?				
Does the program have videos that are integrated with the text for all levels?				
Are videos available in DVD’s, online, and through the online student textbook/CD-ROM?				
Does the website provide students with user-friendly access to study helps, meaningful practice and activities?				
Are ancillary materials available in a digital format for teachers?				
Are there activities that can be used on an interactive white board?				
Other				
Other				

Total for Other Criteria