

NEVADA STATE BOARD OF EDUCATION

Agenda Request Form

All items to be considered for the State Board of Education agenda *must* first be approved with the legal language edited by your Department Director. They need to then be forwarded to your Deputy Superintendent for final approval.

Step 1: Consult with your Deputy or Director to establish the need for the item to be brought before the State Board of Education.

Step 2: Once established, complete this form. If you are new to developing State Board agenda items, please review past agendas. It is important to begin with clear and concise language.

Step 3: Obtain approvals from your Director.

Step 4: Submit to your Deputy Superintendent. Please be sure that you send the Deputy a complete packet of information (support material) or a clear plan to have the complete packet (support material) to your Deputy at least 2 weeks prior to the meeting. All support material must be ADA compliant before submitting to your Deputy.

Date of Meeting: September 1, 2022

Name and Title of Presenter(s):

Jayne Malorni

Education Programs Professional – K-12 World Language

Possible Approval of Instructional Materials

Item is on the Agenda for:

Consent Agenda Item

Information and Discussion

Information, Discussion, and Possible Action

Is there a statutory requirement associated with this agenda item? If so, describe: N/A

Please provide the Item language to be included on the agenda. If the item requires Action, include a description of the requested Action. All items begin with the following language:

Information, Discussion (and Possible Action) ...see below.

NEVADA STATE BOARD OF EDUCATION

Agenda Request Form

INSTRUCTIONAL MATERIALS FOR STATE BOARD OF EDUCATION ADOPTION CONSIDERATION

Recommended Instructional Materials List:

<u>Category</u>	<u>Grade Level</u>	<u>Course</u>	<u>Publisher</u>
World Language	K-12	All Languages, Level 1-4	Vista
World Language	6-12	All Languages, Level 1-4	Carnegie
World Language	6-12	All Languages, Level 1-4	Wayside
World Language	6-12	All Languages, Level 1-4	Savvas
World Language	K-12	Spanish Only, Level 1-4	Cengage

At which location do you wish to present? ___ Carson City X Las Vegas

Will you have a PowerPoint presentation? ___ YES X NO

The information submitted is to support our recommendation to the State Board of Education to adopt the instructional materials submitted by the Nevada Instructional Materials Steering Committee (NIMSC) in compliance with the following:

NRS 389.038 Review of course and instruction in computer education; recommendations to State Board regarding approval. [Effective July 1, 2022.] The Department, in consultation with the Advisory Council on Science, Technology, Engineering and Mathematics created by [NRS 223.640](#), shall:

1. Review each course in computer science submitted to the State Board for approval pursuant to [NRS 389.037](#) and all instruction in computer education and technology submitted to the State Board for approval pursuant to [NRS 389.072](#); and
 2. Make recommendations to the State Board concerning whether the course or instruction should be approved.
- (Added to NRS by [2017, 4339](#); A [2017, 4345](#), effective July 1, 2022)

NAC 389.856 Committee evaluation of textbooks. A committee established pursuant to NAC 389.854 shall review textbooks and submit to the Department of Education in the form prescribed by the Department an evaluation of any textbooks being recommended for adoption. The evaluation must include:

1. A comparison of the textbook with the courses of study offered in this State and the goals and objectives of the school district that the committee is representing.
2. A summary of the organization and presentation of material in the textbook.
3. A statement of the quality of production of the textbook, including the cover, binding and print.
4. An analysis of the accuracy of the information contained in the textbook.
5. A statement of the appropriateness of any materials of support or references provided with the textbook.
6. An analysis of the ability of the textbook to stimulate interest in pupils.
7. A reasonable assurance that the textbook complies with the requirements of subsection 2 of NRS 389.850.
8. A list of the times and locations that parents of pupils enrolled in the district and other members of the community were afforded an opportunity to review the textbook and to submit written comments to the committee before the final recommendations were made.

(Added to NAC by Bd. of Education, eff. 4-1-92) — (Substituted in revision for NAC 390.020)

This request is in compliance of NDE's State Improvement Plan (STIP):

• Please indicate the STIP Goal(s) with which this item aligns:

Goal 1: All children, birth through third grade, have access to quality early care and education.

Goal 2: All students have access to effective educators.

Goal 3: All students experience continued academic growth.

Goal 4: All students graduate future-ready and globally prepared for postsecondary success and civic life.

Goal 5: All students have access to new and continued educational opportunities supported by funding that is administered transparently, consistently, and in accordance with legislative or grant guidelines.

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Goal 6: All students and adults learn and work together in safe environments where identities and relationships are valued and celebrated.

- Which NDE value(s) does your item represent?

Equity

Access to Quality

Success

Inclusivity

Community

Transparency

- Use this space to provide any additional context on the connection of this item to the STIP, especially alignment with specific strategies or IOOs.

This item will help in the process where all Nevada students and teachers have access to high-quality, Nevada Academic Content Standard-aligned instructional materials for Computer Science.

Return this form by email to Jonathan Moore jpmoore@doe.nv.gov,

Nevada Instructional Materials Review Process

World Language

Vendor Name: Carnegie

Course Name: Spanish, Levels 1-4
French, Levels 1-4
German, Levels 1-4
Chinese, Levels 1-4
Spanish for Spanish Speakers, Grade 6-8
Spanish for Spanish Speakers, Grade 9-12

Grade Level: 6-12

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for World Language. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all 11 World Language Standards
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the world language standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers in the target language
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication, cultural reflections, and language products of the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills.

	and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).				Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork in the target language.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to home language and target language.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a

	of cultures and life experiences.				variety of cultures, backgrounds, and experiences
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

Social Studies

Vendor Name: Cengage

Course Name: High School

Advanced Placement Psychology ,Advanced Placement Human Geography, Advanced Placement and on-level World History, Advanced Placement European History, Advanced Placement and on-level US History (Spanish available), Advanced Placement and on-level Economics, Advanced Placement U.S. Government and Politics, Advanced Placement Comparative Politics On-level/honors Sociology

Middle School

World Cultures and Geography (Spanish available), Early World History (Spanish available), U.S. History (Spanish available)

Grade Level: - 6-12

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for Social Studies. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all 11 World Language Standards
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the world language standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers in the target language
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication, cultural reflections, and language products of the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic in the target language
C. App	C1. Materials offer students opportunities to engage in	2	1	0	Multiple examples and opportunities for students

	meaningful, authentic learning activities that support course content.				to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork in the target language.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to home language and target language.
Column Totals		18	0	0	
OVERALL SCORE				18	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a variety of

	of cultures and life experiences.				cultures, backgrounds, and experiences
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Edinumen

Course Name: Spanish for 9-12, Levels 1-3

Grade Level: 9-12

Status: **NOT RECOMMENDED**

Justification:

These materials do not align fully to standards, nor provide consistent access to the standards. The materials provide limited access to connection of culture and language development in the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards; missing consistent practice in interpretive communication, presentative communication, relating to cultural practices, making connections, and lifelong learning
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and grade level appropriate
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include standards relating to cultural practices and making connections
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	No evidence of opportunities for the students to engage in deep academic discussions in the target language and make cultural connections
	B2. Materials help students think more critically about a topic.	2	1	0	No evidence of application connected to all strands within the standards. Minimal opportunities for student critical think and then actively and authentically practice in the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	No evidence to develop inquiry and limited connection to cultural standards, with little support to create authentic dialogue in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning	2	1	0	No evidence of student opportunity to engage in meaningful and authentic learning activities. Limited

	activities that support course content.				opportunities in the material for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Very limited practice of skills relating to cultural products and practices as well as communication standards Opportunities for collaboration was minimal for authentic speech. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides limited opportunities for students to engage in discourse, collaboration, or teamwork.
	C3. Materials are relevant to students' lives.	2	1	0	Very limited application and connection to student lives. Minimal opportunities for students to apply and connect home language and culture to target language
Column Totals			3	0	
OVERALL SCORE				3	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Minimal evidence of student opportunities consistent throughout material. Evidence is not consistent throughout material
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Minimal evidence of student-centered learning
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Does not provide three or more examples of connections of a variety of cultures- connections not consistent

	of cultures and life experiences.				
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently- reflected 2
<i>Column Totals</i>			4		
OVERALL SCORE				0	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Rosetta Stone

Course Name: Foundations of Spanish

Grade Level: 6-8

Status: **NOT RECOMMENDED**

Justification:

These materials do not align fully to standards, nor provide consistent access to the standards. The materials provide limited access to connection of culture and language development in the target language.

This material could be used to supplement learning in a classroom.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards; missing consistent practice of standards except interpretive communication, lacks cultural practices, making connections, and lifelong learning
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials written below grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include standards relating to cultural practices, making connections, and lifelong learning
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	No evidence of opportunities for the students to engage in deep academic discussions in the target language and make cultural connections
	B2. Materials help students think more critically about a topic.	2	1	0	No evidence of application connected to all strands within the standards. Minimal opportunities for student critical think and then actively and authentically practice in the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	No evidence to develop inquiry and limited connection to cultural standards, with little support to create authentic dialogue in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	No evidence of student opportunity to engage in meaningful and authentic learning activities. Limited opportunities in the material for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative	2	1	0	Very limited practice of skills relating to cultural products and

	<p>problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</p>				<p>practices as well as communication standards Opportunities for collaboration was minimal for authentic speech. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides limited opportunities for students to engage in discourse, collaboration, or teamwork.</p>
	<p>C3. Materials are relevant to students' lives.</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>Very limited application and connection to student lives. Minimal opportunities for students to apply and connect home language and culture to target language</p>
<p>Column Totals</p>			<p>1</p>	<p>0</p>	
<p>OVERALL SCORE</p>				<p>1</p>	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	No evidence of student opportunities consistent throughout material. Evidence is not consistent throughout material
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Minimal evidence of student-centered learning. Simple practice opportunities.
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Does not provide three or more examples of connections of a variety of cultures- connections not consistent

	of cultures and life experiences.				
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently- reflected 3
Column Totals			1		
OVERALL SCORE				1	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Savvas

Course Name: Spanish, Levels 1-4
French, Levels 1-4

Grade Level: 6-12

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for World Language. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all 11 World Language Standards
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the world language standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers in the target language
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication, cultural reflections, and language products of the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem	2	1	0	Multiple opportunities for students to practice skills related

	<p>solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</p>				<p>to the disciplinary skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork in the target language.</p>
	<p>C3. Materials are relevant to students' lives.</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>Materials provides evidence that connects and relates to students' lives- provides evidence to connections to home language and target language.</p>
Column Totals		<p>18</p>	<p>0</p>	<p>0</p>	
OVERALL SCORE				<p>18</p>	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominate backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning

	of cultures and life experiences.				of a variety of cultures, backgrounds, and experiences
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Sonrisas

Course Name: Spanish 1-4

Grade Level: 6-12

Status: **NOT RECOMMENDED**

Justification:

These materials do not align fully to standards, nor provide consistent access to the standards. The materials provide limited access to connection of culture and language development in the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards; missing consistent practice of standards except interpretive communication, lacks cultural practices, making connections, and lifelong learning
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials written below grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include standards relating to cultural practices, making connections, and lifelong learning
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	No evidence of opportunities for the students to engage in deep academic discussions in the target language and make cultural connections
	B2. Materials help students think more critically about a topic.	2	1	0	No evidence of application connected to all strands within the standards. Minimal opportunities for student critical think and then actively and authentically practice in the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	No evidence to develop inquiry and limited connection to cultural standards, with little support to create authentic dialogue in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	No evidence of student opportunity to engage in meaningful and authentic learning activities. Limited opportunities in the material for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative	2	1	0	Very limited practice of skills relating to cultural products and

	<p>problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</p>				<p>practices as well as communication standards Opportunities for collaboration was minimal for authentic speech. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides limited opportunities for students to engage in discourse, collaboration, or teamwork.</p>
	<p>C3. Materials are relevant to students' lives.</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>Very limited application and connection to student lives. Minimal opportunities for students to apply and connect home language and culture to target language</p>
<p>Column Totals</p>			<p>1</p>	<p>0</p>	
<p>OVERALL SCORE</p>				<p>1</p>	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	No evidence of student opportunities consistent throughout material. Evidence is not consistent throughout material
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Minimal evidence of student-centered learning. Simple practice opportunities.
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Does not provide three or more examples of connections of a variety of cultures- connections not consistent

	of cultures and life experiences.				
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently- reflected 3
Column Totals			1		
OVERALL SCORE				1	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Vista

Course Name: Spanish for K-5
Spanish for 6-8, Levels 1-2
Spanish for 9-12, Levels 1-4
French for K-5
French for 6-8, Levels 1-2
French for 9-12, Levels 1-4
German for 9-12, Levels 1-3
Italian for 9-12, Levels 1-3

Grade Level: K-12

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for World Language. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all 11 World Language Standards
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the world language standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers in the target language
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication, cultural reflections, and language products of the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the

					learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork in the target language.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to home language and target language.
	Column Totals	18	0	0	
				OVERALL SCORE	18

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominant backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a variety of

	of cultures and life experiences.				cultures, backgrounds, and experiences
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Wayside

Course Name: Spanish, Levels 1-4
Spanish for Middle School
French, Levels 1-4
French for Middle School
Italian, Levels 1-3

Grade Level: 6-12

Status: **RECOMMENDED**

Justification:

These instructional materials were compelling and aligned to the Nevada Academic Content Standards for World Language. Teacher resources, videos, and support add to the intuitive nature of the materials. Activities incorporate multiple standards and standards are taught in many lessons throughout the materials. There are many opportunities to engage in learning and actively learn the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Materials offered multiple opportunities for students to engage in topics that were impactful and grade level. Materials connected all 11 World Language Standards
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and at grade level
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Materials provided scope and sequence that was in alignment to all strands of the world language standards
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Materials provide multiple access points throughout for students to engage in academic discussions with the facilitator and peers in the target language
	B2. Materials help students think more critically about a topic.	2	1	0	Materials provided multiple tasks, projects, and assessments that enabled students to think critically. Additionally, materials provided opportunity for students to engage in interpersonal communication, cultural reflections, and language products of the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Materials provide multiple opportunities throughout for students to engage in academic discussions and inquire further on a topic in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Multiple examples and opportunities for students to engage in meaningful and authentic learning activities and for students to take the

					learning outside the classroom.
	C2. Materials foster creative, collaborative problem solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).	2	1	0	Multiple opportunities for students to practice skills related to the disciplinary skills. Opportunities for collaboration are evident and consistently available. Delivery of information is consistent throughout and allows for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides many opportunities for students to engage in discourse, collaboration, or teamwork in the target language.
	C3. Materials are relevant to students' lives.	2	1	0	Materials provides evidence that connects and relates to students' lives- provides evidence to connections to home language and target language.
	Column Totals	18	0	0	
				OVERALL SCORE	18

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Material provides multiple ways for students to share learning, experiences, and background knowledge consistently throughout material.
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Learning tasks, projects, and assessments are student centered and inquiry based
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Evidence that materials provide a variety of diverse perspectives with non-dominant backgrounds provided consistently throughout the materials.
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students' strengths and needs.	2	1	0	Materials provide students multiple ways to express and demonstrate learning through multiple inclusive ways such as culture, language, customs, and experiences,
D. Connections	Materials provide more than three real—life connections made or represented from a variety	2	1	0	Materials provide more than three real life connections for students to demonstrate learning of a variety of

	of cultures and life experiences.				cultures, backgrounds, and experiences
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students' background.	2	1	0	Materials provide access to primary sources that reflect and vary from over 10 different perspectives, viewpoints, and instructional lens.
Column Totals		12	0	0	
OVERALL SCORE				12	

Nevada Instructional Materials Review Process

World Language

Vendor Name: Savvas

Course Name: Chinese 1-4

Grade Level: 6-12

Status: **NOT RECOMMENDED**

Justification:

These materials do not align fully to standards, nor provide consistent access to the standards. The materials provide limited access to connection of culture and language development in the target language.

Category 1 Rubric – Alignment to Standards					
Criteria	Metrics	Meets Expectations	Needs Improvement	Inadequate	Justification
A. relating Breadth	A1. Materials target the most critical and impactful content in all grade level standards.	2	1	0	Does not include all standards; missing consistent practice in interpretive communication, presentative communication, relating to cultural practices, and making connections
	A2. Materials are accurate, well written, and appropriate for the grade level or span.	2	1	0	Materials are well written and grade level appropriate
	A3. Materials include a clear, actionable, scope and sequence, and instructional pathways.	2	1	0	Scope is not included for all standards- scope does not include standards relating to cultural practices and making connections
B. Depth	B1. Materials provide educators with tools to foster deep academic discussions.	2	1	0	Minimal evidence of opportunities for the students to engage in deep academic discussions in the target language and make cultural connections
	B2. Materials help students think more critically about a topic.	2	1	0	Minimal evidence of application connected to all strands within the standards. Minimal opportunities for student critical think and then actively and authentically practice in the target language
	B3. Materials spark student dialogue and support further exploration.	2	1	0	Minimal evidence to develop inquiry and limited connection communication standards, creating authentic dialogue in the target language
C. Application	C1. Materials offer students opportunities to engage in meaningful, authentic learning activities that support course content.	2	1	0	Minimal evidence of student opportunity to engage in meaningful and authentic learning activities. Limited opportunities in the material for students to take the learning outside the classroom.
	C2. Materials foster creative, collaborative problem	2	1	0	Minimal practice of skills relating to cultural products and

	<p>solving that builds college and career/workplace skills (e.g., cooperation, teamwork, negotiation, consensus-building).</p>				<p>practices as well as communication standards Opportunities for collaboration was minimal for authentic speech. Delivery of information is consistent throughout, but does not allow for any adaptations to meet other learning modalities (i.e. collaboration, discussion, video). Materials provides limited opportunities for students to engage in discourse, collaboration, or teamwork.</p>
	<p>C3. Materials are relevant to students' lives.</p>	<p>2</p>	<p>1</p>	<p>0</p>	<p>Minimal application and connection to student lives. Minimal opportunities for students to apply and connect home language and culture to target language</p>
Column Totals			<p>10</p>	<p>0</p>	
OVERALL SCORE				<p>10</p>	

Category 2 Rubric – Alignment to Social Justice

Criteria	Metrics	Meets	Needs Improvement	Does not Meet	Justification
A. Student Voice	Materials provide the opportunity for students to work cooperatively or share their learning experiences, strengths, backgrounds, interests, and needs are deeply interwoven throughout the lesson.	2	1	0	Minimal evidence of student opportunities consistent throughout material. Evidence is not consistent through out material
	Materials provide learning and tasks that is predominantly student centered.	2	1	0	Minimal evidence of student-centered learning
B. Equity	Materials provide discourse and perspectives are presented in a variety of inclusive ways that honor students of non-dominant backgrounds, create cultural bias-free, stereotype free, and barrier free instruction for every student.	2	1	0	Minimal evidence of multiple perspectives for a core program. Materials lacks evidence of diverse cultures displaying topics in an inclusive manner
C. Accessibility	Materials provide multiple opportunities for students to express their learning and interact with materials which have been informed by student input, cultures, languages, values, customs, and instructor knowledge of individual students’ strengths and needs.	2	1	0	Minimal opportunities for students to express learning or demonstrate learning in a variety of ways
D. Connections	Materials provide more than three real—life connections made or represented from a variety of cultures and life experiences.	2	1	0	Does not provide three or mor examples of connections of a variety of cultures- connections not consistent
E. Culturally Centered	Materials provide ten or more varying authors and philosophies that reflect the diversity in culture, languages, traditions, beliefs, values, and customs artifacts, rituals and routines, and structures that promote inclusion of students’ background.	2	1	0	Does not reflect over 10 access points to diverse cultures, consistently- reflected 4

<i>Column Totals</i>		6		
OVERALL SCORE		6		