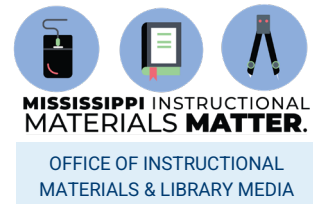


# WORLD LANGUAGE TEXTBOOK ADOPTION REPORT



The 2016 Mississippi World Languages Framework describes what students should know and be able to do in world languages other than English. The framework provides an outline of what students will need in preparation for life in a culturally diverse world. School districts should use the levels of study in this framework as a basis for course curriculum development. The curriculum should be designed to address the Standards and Competencies listed in the level of study. The framework is divided into three major sections that each have their own set of Standards and Competencies. Modern spoken language courses are included in the first section. These might include, but not be limited to Spanish, French, German, Russian, Italian, Chinese, or Japanese. Classical languages such as Latin are included in the second section.

## OVERALL RATING: MEETS EXPECTATIONS

### MCGRAW-HILL SNAPSHOT

#### Program Strengths

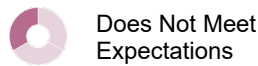
- Includes scaffolded activities.
- The *Sabor Latino* magazine is a great resource.

#### Program Challenges

- Extremely grammar-based with limited cultural intrigue and inspiration.
- Does not include opportunities for self-reflection.
- Read-aloud is available but sounds like an AI voice instead of native speaker.



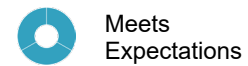
No Findings



Does Not Meet Expectations



Partially Meets Expectations



Meets Expectations

# MCGRAW-HILL REVIEW

## RUBRIC

Spanish

### GATEWAY 1 | CRITERION 1.1: Communication and Culture

Materials support learners' effective intercultural communication in languages other than English in order to function in a variety of situations and purposes.

### GATEWAY 1 | CRITERION 1.2: Connections

Materials prompt learners' interactions with linguistic and cultural competence and understanding, as well as connect with other disciplines and perspectives to use the language in academic and real-world situations.



37.4 points out of 42 points

### GATEWAY 1 | CRITERION 1.3: Comparisons and Communities

Materials promote linguistic and cultural competence by developing insight into the nature of language and culture and supporting participation in multilingual communities.

### GATEWAY 2 | CRITERION 2.1: Student Support

Materials identify ways in which they are designed for each student's regular and active participation in grade/band-level/proficiency band level series content and identify appropriate linguistic and inter-cultural proficiency targets for the level as outlined by the Mississippi Academic Standards for World Languages.



53.0 points out of 62 points

### GATEWAY 2 | CRITERION 2.2: Teacher Supports

Materials include resources for teachers to effectively plan and implement curriculum aligned with principles of second language acquisition with integrity and serve as educative resources for teachers.

### GATEWAY 2 | CRITERION 2.3: Assessment

Materials provide tools, guidance, and support for teachers to collect, interpret, and act on data regarding student progress towards intercultural communication proficiency.

### GATEWAY 3 | CRITERION 3.1: Access and Technology

Materials integrate interactive technology, when appropriate, in ways that support student engagement and interaction in the language to develop intercultural communicative competence.



10.4 points out of 12 points

## TOTAL SCORE:

100.9 POINTS  
OUT OF  
116 POINTS

