WORLD LANGUAGE
TEXTBOOK ADOPTION REPORT

MISSISSIPPI INSTRUCTIONAL
MATERIALS MATTER.

OFFICE OF INSTRUCTIONAL
MATERIALS & LIBRARY MEDIA
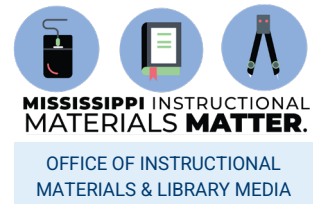
The 2016 Mississippi World Languages Framework describes what students should know and be able to do in world languages other than English. The framework provides an outline of what students will need in preparation for life in a culturally diverse world. School districts should use the levels of study 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

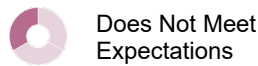### WAYSIDE PUBLISHING SNAPSHOT

Program Strengths

- Highlights and presents cultures very well.
- Includes Interpretive, Interpersonal, and Presentational activities.
- Provides scaffolding to add tips and advice for students' success.
- Includes learner-centered learning with student portfolio and self-evaluations.

Program Challenges

- Does not include text-to-speech, but the interactive tools seem to be ADA-compliant.
- Includes limited accommodations for students with disabilities.
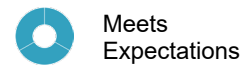
MISSISSIPPI
DEPARTMENT OF
EDUCATION

WAYSIDE PUBLISHING REVIEW

RUBRIC	French

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.

40.1 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.

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.

60.1 points out of 62 points

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.

11 points out of 12 points

TOTAL SCORE:

111.2 POINTS OUT OF 116 POINTS

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.

40.3 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.

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.

59.2 points out of 62 points

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.

11.0 points out of 12 points

TOTAL SCORE:

110.6 POINTS OUT OF 116 POINTS

RUBRIC	AP Spanish: Lang.

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.

39.8 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.

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.

57.3 points out of 62 points

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.

10.6 points out of 12 points

TOTAL SCORE: 107.7 POINTS OUT OF 116 POINTS