Florida Department of **EDUCATION**

INSTRUCTIONAL MATERIALS ADMINISTRATOR

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Recommendation

Yes

Comments: This book contents enormous information for the beginner. I will use the first-three chapters for the Chinese 1.

Material for Review

Course: Chinese 1 (0711300)
Title: Zhen Bang! Level 1 , Edition: 1st
Copyright: 2011
Author: Margaret Wong
Grade Level: 9 - 12

Content

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To answer each item, select the appropriate rating from the following scale:

5 - VERY GOOD ALIGNMENT
4 - GOOD ALIGNMENT
3 - FAIR ALIGNMENT
2 - POOR ALIGNMENT
1 - VERY POOR/NO ALIGNMENT

Upon completion of all Areas of Review, the Recommendation link will become available with a record of how you scored each section of the evaluation.

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- Additional information regarding the Content, Presentation, and Learning requirements are located in the World Languages K-12 Specifications for the 2015-16 Florida State Adoption of Instructional Materials.

Each set of materials submitted for adoption is evaluated based on each benchmark for that course and the Content, Presentation, and Learning items included in this rubric.

A. Alignment with curriculum1. A. The content aligns with the state's standards and benchmarks for subject, grade level and learning outcomes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

2. A. The content is written to the correct skill level of the standards and benchmarks in the course.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

3. A. The materials are adaptable and useful for classroom instruction.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

B. Level of Treatment4. B. The materials provide sufficient details for students to understand the significance of topics and events.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

5. B. The level (complexity or difficulty) of the treatment of content matches the standards.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

6. B. The level (complexity or difficulty) of the treatment of content matches the student abilities and grade level.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

7. B. The level (complexity or difficulty) of the treatment of content matches the time period allowed for teaching.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

C. Expertise for Content Development8. C. The primary and secondary sources cited in the materials reflect expert information for the subject.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

9. C. The primary and secondary sources contribute to the quality of the content in the materials.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

D. Accuracy of Content10. D. The content is presented accurately. (Material should be devoid of typographical or visual errors).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

11. D. The content of the material is presented objectively. (Material should be free of bias and contradictions and is noninflammatory in nature).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

12. D. The content of the material is representative of the discipline? (Material should include prevailing theories, concepts, standards, and models used with the subject area).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

13. D. The content of the material is factual accurate. (Materials should be free of mistakes and inconsistencies).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

E. Currency of Content14. E. The content is up-to-date according to current research and standards of practice.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

15. E. The content is presented to the curriculum, standards, and benchmarks in an appropriate and relevant context.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

16. E. The content is presented in an appropriate and relevant context for the intended learners.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

F. Authenticity of Content17. F. The content includes connections to life in a context that is meaningful to students.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

18. F. The material includes interdisciplinary connections which are intended to make the content meaningful to students.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

G. Multicultural Representation19. G. The portrayal of gender, ethnicity, age, work situations, cultural, religious, physical, and various social groups are fair and unbiased. (Please explain any unfair or biased portrayals in the comments section).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

H. Humanity and Compassion20. H. The materials portray people and animals with compassion, sympathy, and consideration of their needs and values and exclude hard-core pornography and inhumane treatment. (An exception may be necessary for units covering animal welfare).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

21. In general, is the content of the benchmarks and standards for this course covered in the material.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

Presentation

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A. Comprehensiveness of Student and Teacher Resources1. A. The comprehensiveness of the student resources address the targeted learning outcomes without requiring the teacher to prepare additional teaching materials for the course.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

B. Alignment of Instructional Components2. B. All components of the major tool align with the curriculum and each other.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

C. Organization of Instructional Materials3. C. The materials are consistent and logical organization of the content for the subject area.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

D. Readability of Instructional Materials4. D. Narrative and visuals engage students in reading or listening as well as in understanding of the content at a level appropriate to the students' abilities.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

E. Pacing of Content5. E. The amount of content presented at one time or the pace at which it is presented must be of a size or rate that allows students to perceive and understand it.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

Accessibility6. The material contains presentation, navigation, study tool and assistive supports that aid students, including those with disabilities, to access and interact with the material. (For assistance refer to the answers on the UDL questionnaire).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

7. In general, how well does the submission satisfy PRESENTATION requirements? (The comments should support your responses to the questions in the Presentation section).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

Learning

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A. Motivational Strategies1. A. Instructional materials include features to maintain learner motivation.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

B. Teaching a Few "Big Ideas"2. B. Instructional materials thoroughly teach a few important ideas, concepts, or themes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

C. Explicit Instruction3. C. The materials contain clear statements of information and outcomes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

D. Guidance and Support4. D. The materials provide guidance and support to help students safely and successfully become more independent learners and thinkers.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

5. D. Guidance and support must be adaptable to developmental differences and various learning styles.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

E. Active Participation of Students6. E. The materials engage the physical and mental activity of students during the learning process.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

7. E. Rate how well the materials include organized activities that are logical extensions of content, goals, and objectives.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

F. Targeted Instructional Strategies8. F. Instructional materials include the strategies known to be successful for teaching the learning outcomes targeted in the curriculum requirements.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

9. F. The instructional strategies incorporated in the materials are effective in teaching the targeted outcomes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

G. Targeted Assessment Strategies10. G. The materials correlate assessment strategies to the desired learning outcomes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

11. G. the assessment strategies incorporated in the materials are effective in assessing the learners' performance with regard to the targeted outcomes.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

Universal Design for Learning12. This submission incorporates strategies, materials, activities, etc., that consider the needs of all students.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

13. In general, does the submission satisfy LEARNING requirements? (The comments should support your responses to the questions in the Learning section.)

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   **FAIR ALIGNMENT**   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

Standards

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When looking at standards alignment reviewers should consider not only the robustness of the standard coverage but also the content complexity (depth of knowledge level) if appropriate. More information on content complexity as it relates to Florida standards can be found at: http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_140711.pdf
For example, if the standard is marked as a level 3 (strategic reasoning and complex thinking) then the materials coverage should reflect this. If the materials coverage is only sufficient to allow for recall (level 1) then this should be reflected in the points assigned.

1. **ELD.K12.ELL.SI.1:** English language learners communicate for social and instructional purposes within the school setting.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

2. **LAFS.910.RH.1.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

3. **LAFS.910.SL.1.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

4. **LAFS.910.SL.1.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

5. **LAFS.910.SL.2.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

6. **LAFS.910.WHST.1.1:** Write arguments focused on discipline-specific content.

a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

7. **LAFS.910.WHST.1.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

8. **WL.K12.NH.1.1:** Demonstrate understanding of familiar topics and frequently used expressions supported by a variety of actions.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

9. **WL.K12.NH.1.2:** Demonstrate understanding of short conversations in familiar contexts.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

10. **WL.K12.NH.1.3:** Demonstrate understanding of short, simple messages and announcements on familiar topics.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

11. **WL.K12.NH.1.4:** Demonstrate understanding of key points on familiar topics presented through a variety of media.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

12. **WL.K12.NH.1.5:** Demonstrate understanding of simple stories or narratives.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

13. **WL.K12.NH.1.6:** Follow directions or instructions to complete a task when expressed in short conversations.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

14. **WL.K12.NH.2.1:** Determine main idea from simple texts that contain familiar vocabulary used in context.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

15. **WL.K12.NH.2.2:** Identify the elements of story such as setting, theme and characters.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

16. **WL.K12.NH.2.3:** Demonstrate understanding of signs and notices in public places.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

17. **WL.K12.NH.2.4:** Identify key detailed information needed to fill out forms.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

18. **WL.K12.NH.3.1:** Engage in short social interactions using phrases and simple sentences.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

19. **WL.K12.NH.3.2:** Exchange information about familiar tasks, topics and activities, including personal information.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

20. **WL.K12.NH.3.3:** Exchange information using simple language about personal preferences, needs, and feelings.

VERY GOOD ALIGNMENT　　**GOOD ALIGNMENT**　　FAIR ALIGNMENT　　POOR ALIGNMENT　　VERY POOR/NO ALIGNMENT

Justification:

21. **WL.K12.NH.3.4:** Ask and answer a variety of questions about personal information.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

22. **WL.K12.NH.3.5:** Exchange information about meeting someone including where to go, how to get there, and what to do and why.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

23. **WL.K12.NH.3.6:** Use basic language skills supported by body language and gestures to express agreement and disagreement.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

24. **WL.K12.NH.3.7:** Ask for and give simple directions to go somewhere or to complete a task.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

25. **WL.K12.NH.3.8:** Describe a problem or a situation with sufficient details in order to be understood.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

26. **WL.K12.NH.4.1:** Provide basic information on familiar topics using phrases and simple sentences.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

27. **WL.K12.NH.4.2:** Describe aspects of daily life using complete sentences.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

28. **WL.K12.NH.4.3:** Describe familiar experiences or events using both general and specific language.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

29. **WL.K12.NH.4.4:** Present personal information about one's self and others.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

30. **WL.K12.NH.4.5:** Retell the main idea of a simple, culturally authentic story in the target language with prompting and support.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

31. **WL.K12.NH.4.6:** Use verbal and non-verbal communication when making announcements or introductions.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

32. **WL.K12.NH.5.1:** Write descriptions and short messages to request or provide information on familiar topics using phrases and simple sentences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

33. **WL.K12.NH.5.2:** Write simple statements to describe aspects of daily life.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

34. **WL.K12.NH.5.3:** Write a description of a familiar experience or event.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

35. **WL.K12.NH.5.4:** Write short personal notes using a variety of media.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

36. **WL.K12.NH.5.5:** Request information in writing to obtain something needed.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

37. **WL.K12.NH.5.6:** Prepare a draft of an itinerary for a personal experience or event (such as for a trip to a country where the target language is spoken).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

38. **WL.K12.NH.5.7:** Pre-write by generating ideas from multiple sources based upon teacher- directed topics.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

39. **WL.K12.NH.6.1:** Use information acquired through the study of the practices and perspectives of the target culture(s) to identify some of their characteristics and compare them to own culture.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

40. **WL.K12.NH.6.2:** Identify examples of common beliefs and attitudes and their relationship to practices in the cultures studied.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

41. **WL.K12.NH.6.3:** Recognize different contributions from countries where the target language is spoken and how these contributions impact our global society (e.g., food, music, art, sports, recreation, famous international figures, movies, etc.)

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

42. **WL.K12.NH.6.4:** Identify cultural artifacts, symbols, and images of the target culture(s).

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

43. **WL.K12.NH.7.1:** Use vocabulary acquired in the target language to access new knowledge from other disciplines.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

44. **WL.K12.NH.7.2:** Use maps, graphs, and other graphic organizers to facilitate comprehension and expression of key vocabulary in the target language to reinforce existing content area knowledge.

VERY GOOD ALIGNMENT GOOD ALIGNMENT FAIR ALIGNMENT POOR ALIGNMENT VERY POOR/NO ALIGNMENT

Justification:

45. **WL.K12.NH.8.1:** Distinguish similarities and differences among the patterns of behavior of the target language by comparing information acquired in the target language to further knowledge of own language and culture.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

46. **WL.K12.NH.8.2:** Compare basic sound patterns and grammatical structures between the target language and own language.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

47. **WL.K12.NH.8.3:** Compare and contrast specific cultural traits of the target culture and compare to own culture (typical dances, food, celebrations, etc.)

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

48. **WL.K12.NH.9.1:** Use key target language vocabulary to communicate with others within and beyond the school setting.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

49. **WL.K12.NH.9.2:** Use communication tools to establish a connection with a peer from a country where the target language is spoken.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

50. **WL.K12.NM.1.1:** Demonstrate understanding of basic words, phrases, and questions about self and personal experiences, through gestures, drawings, pictures, and actions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

51. **WL.K12.NM.1.2:** Demonstrate understanding of everyday expressions dealing with simple and concrete daily activities and needs presented in a clear, slow, and repeated speech.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

52. **WL.K12.NM.1.3:** Demonstrate understanding of basic words and phrases in simple messages and announcements on familiar settings.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

53. **WL.K12.NM.1.4:** Demonstrate understanding of simple information supported by visuals through a variety of media.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

54. **WL.K12.NM.1.5:** Demonstrate understanding of simple rhymes, songs, poems, and read aloud stories.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

55. **WL.K12.NM.1.6:** Follow short, simple directions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
Justification:

56. **WL.K12.NM.2.1:** Demonstrate understanding of written familiar words, phrases, and simple sentences supported by visuals.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

57. **WL.K12.NM.2.2:** Demonstrate understanding of short, simple literary stories.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

58. **WL.K12.NM.2.3:** Demonstrate understanding of simple written announcements with prompting and support.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

59. **WL.K12.NM.2.4:** Recognize words and phrases when used in context on familiar topics.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

60. **WL.K12.NM.3.1:** Introduce self and others using basic, culturally-appropriate greetings.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

61. **WL.K12.NM.3.2:** Participate in basic conversations using words, phrases, and memorized expressions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

62. **WL.K12.NM.3.3:** Ask simple questions and provide simple responses related to personal preferences.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

63. **WL.K12.NM.3.4:** Exchange essential information about self, family, and familiar topics.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

64. **WL.K12.NM.3.5:** Understand and use in context common concepts (such as numbers, days of the week, etc.) in simple situations.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

65. **WL.K12.NM.3.6:** Use appropriate gestures, body language, and intonation to clarify a message.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

66. **WL.K12.NM.3.7:** Understand and respond appropriately to simple directions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

67. **WL.K12.NM.3.8:** Differentiate among oral statements, questions, and exclamations in order to determine meaning.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

68. **WL.K12.NM.4.1:** Provide basic information about self and immediate surroundings using words and phrases and memorized expressions.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

69. **WL.K12.NM.4.2:** Present personal information about self and others.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

70. **WL.K12.NM.4.3:** Express likes and dislikes.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

71. **WL.K12.NM.4.4:** Provide an account of daily activities.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

72. **WL.K12.NM.4.5:** Role-play skits, songs, or poetry in the target language that deal with familiar topics.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

73. **WL.K12.NM.4.6:** Present simple information about a familiar topic using visuals.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

74. **WL.K12.NM.5.1:** Provide basic information in writing using familiar topics, often using previously learned expressions and phrases.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

75. **WL.K12.NM.5.2:** Fill out a simple form with basic information.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

76. **WL.K12.NM.5.3:** Write simple sentences about self and/or others.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

77. **WL.K12.NM.5.4:** Write simple sentences that help in day-to-day life communication.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

78. **WL.K12.NM.5.5:** Write about previously acquired knowledge and experiences.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

79. **WL.K12.NM.5.6:** Pre-write by drawing pictures to support ideas related to a task.

   VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

80. **WL.K12.NM.5.7:** Draw pictures in sequence to demonstrate a story plot.

   VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT
   Justification:

81. **WL.K12.NM.6.1:** Recognize basic practices and perspectives of cultures where the target language is spoken (such as greetings,

holiday celebrations, etc.)

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

82. **WL.K12.NM.6.2:** Recognize common patterns of behavior (such as body language, gestures) and cultural practices and/or traditions associated with the target culture(s).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

83. **WL.K12.NM.6.3:** Participate in age-appropriate and culturally authentic activities such as celebrations, songs, games, and dances.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

84. **WL.K12.NM.6.4:** Recognize products of culture (e.g., food, shelter, clothing, transportation, toys).

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

85. **WL.K12.NM.7.1:** Identify key words and phrases in the target language that are based on previous knowledge acquired in subject area classes.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

86. **WL.K12.NM.7.2:** Identify (within a familiar context and supported by visuals), basic information common to the world language classroom and other disciplines.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

87. **WL.K12.NM.8.1:** Demonstrate basic knowledge acquired in the target language in order to compare words that are similar to those in his/her own language.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

88. **WL.K12.NM.8.2:** Recognize true and false cognates in the target language and compare them to own language.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

89. **WL.K12.NM.8.3:** Identify celebrations typical of the target culture and one's own.

VERY GOOD ALIGNMENT   GOOD ALIGNMENT   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

90. **WL.K12.NM.9.1:** Use key words and phrases in the target language to participate in different activities in the school and community settings.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

91. **WL.K12.NM.9.2:** Participate in simple presentations, activities, and cultural events in local, global, and/or online communities.

VERY GOOD ALIGNMENT   **GOOD ALIGNMENT**   FAIR ALIGNMENT   POOR ALIGNMENT   VERY POOR/NO ALIGNMENT

Justification:

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