



# **Criteria for Review of Instructional Materials’ Success in Addressing MLL Linguistic and Instructional Needs**

## **Instructional Materials Serving MLLs: Pilot Review**



### Criterion 1: Simultaneous content, math practices, and language development

Materials consistently provide opportunities for simultaneous content, math practices, and language development

**Indicator 1a:** Materials describe major math language goals (informed by language demands, language forms and functions, and language objectives) at the lesson and/or unit level.

**Indicator 1b:** Materials describe the math language progression for how students will bridge between everyday and mathematical ways of communicating.

### Criterion 2: Language Features of Mathematical Tasks

Materials provide tasks that require students to make meaning through collaboration by interpreting and producing language.

**Indicator 2a:** Tasks in materials require students to make meaning through collaboration.

**Indicator 2b:** Tasks in materials require students to make meaning by interpreting and producing mathematical language.

### Criterion 3: Language Supports

Materials provide responsive language and collaborative supports that amplify mathematical language development.

**Indicator 3a:** Materials guide teachers to be responsive to students' current language development in relation to content.

**Indicator 3b:** Materials amplify language and mathematics content while maintaining task and text complexity (oral and written).

**Indicator 3c:** Materials include use of language structures or routines that make full use of and engage all forms of communication including math conversations.

**Indicator 3d:** Materials include guidance for intentional and flexible grouping structures to ensure equitable participation.

#### **Criterion 4: Leveraging Students' Assets**

Materials forefront, value, and use the assets of students, including their home language, experiences, and beliefs, in the teaching of mathematics

**Indicator 4a:** Materials activate and build on students' home and community mathematical practices, showing teachers how to elicit and affirm students' strengths and experiences and connect these to mathematics learning.

**Indicator 4b:** Materials explicitly guide teachers to create opportunities for students to use home language and practices as resources for learning mathematics and to express their culture and identity.

**Indicator 4c:** Materials guide teachers to establish and maintain a classroom culture that encourages student participation and agency for language development.

#### **Criterion 5: Formative Assessment of Content, Math Practices, and Language**

Materials provide opportunities to consistently assess, analyze, and communicate progress while students have opportunities to incorporate feedback.

**Indicator 5a:** Materials include a formative assessment plan for language alongside content that includes a connection to established unit/lesson language goals.

**Indicator 5b:** Materials include guidance for gathering, analyzing, using, and communicating language and content data from formative assessments (in a cycle of continuous improvement).

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